DOCUMENT RESUME

ED 081 133 EC 052 417

AUTHOR	Williams, Clarence R.
TITLE	Harrison Educational Research and Development Center. End of Project Period Report ESEA, Title III. FY 1971-1972.
INSTITUTION	Harrison Educational Research and Development Center, Ark.
SPONS AGENCY	Arkansas State Dept. of Education, Little Rock.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO	13-70-0006
PUB DATE	Jun 72
NOTE	176p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Art; Community Role; Educable Mentally Handicapped; Elementary School Students; Evaluation Criteria; *Exceptional Child Education; Inservice Teacher Education; Instructional Materials Centers; Learning Difficulties; *Learning Disabilities; Mentally Handicapped; *Music; *Program Descriptions; Special Classes; Teacher Developed Materials
IDENTIFIERS	Harrison (Arkansas); Title III

ABSTRACT

The final report of the 2 year project (1971-1972) in Harrison School District 1, Arkansas, funded through Title III, to integrate art and music programs in elementary schools and special classes, and to establish two resource rooms for developing academic and art/music oriented instructional materials for learning disabled (LD), educationally disadvantaged, and educable mentally retarded (EMR) children is presented. The target population is described as consisting of students, grades 1 through 6; EMR students, grades 1 through 9; and LD students, totalling 2,148 rural students served by 312 teachers. Included are program goals and objectives, for the art and music component; and results which show gains on tests, and also that children receiving instruction in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. Given are goals and objectives for the special education component, which involved 15 LD students who achieved an average gain of two grade levels in the resource rooms. Also included is data on five inservice teacher education workshops. Some of the major results reported are retention of one resource room; a teacher initiated individualized instruction classroom program to supplant the discontinued resource room; increased teacher awareness of LD areas; and community action to support cultural and educational programs. Appended are 24 sample documents, such as tests to identify LD children, a check list for screening LD students, surveys of artists and composers, and a music achievement test. (For related information see EC 052 416). (MC)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 081133

END OF PROJECT PERIOD

REPORT

FY 1971-1972

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER

HARRISON SCHOOL DISTRICT NO. 1

HARRISON, ARKANSAS 72601

EC 052 417

FILMED FROM BEST AVAILABLE COPY

ED 081133

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
HARRISON, ARKANSAS

END OF PROJECT PERIOD REPORT

Submitted under Title III of the Elementary and
Secondary Education Act of 1965

Presented by
Harrison School District
School Administration Building, Harrison, Arkansas
E. T. Shuffield, Superintendent

Prepared by
Clarence R. Williams, Ed.D.

Grant Period
July 1, 1971 - June 30, 1972

TELEPHONE 365-6156

HERDC

Educational Research and Development Center

HARRISON, ARKANSAS 72601

DR. CLARENCE R. WILLIAMS, DIRECTOR
MISS CAROLYN HOFMANN, ART SUPERVISOR
DR. KATALA ANN WILLIAMS, MUSIC SUPERVISOR

August 25, 1972

Mr. Fay Bohannon
Coordinator of Title III, ESEA
Arch Ford Education Building
Arkansas Department of Education
Little Rock, Arkansas 72201

Dear Mr. Bohannon:

In the accompanying END OF PROJECT PERIOD REPORT, an attempt has been made to summarize evaluative results by making brief statements as to the over-all outcomes associated with each objective. The accompanying EVALUATION REPORT contains these same statements in summary, but contains much more detail in table form.

Also, included with this report, but bound separately are five copies of our record of QUANTITATIVE DISTRIBUTION OF EQUIPMENT AND INSERVICE TRAINING and five copies of our library catalog, PROFESSIONAL LIBRARY HOLDINGS IN SPECIAL EDUCATION, LEARNING DISABILITIES, AND GENERAL EDUCATION. Three copies each of other dissemination materials developed at HERDC are also included. A brief description of these materials may be found in Section V-C of this report.

Thank you for your help and your patience.

Sincerely yours,

Clarence R. Williams

Clarence R. Williams
Director

al

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
LETTER OF TRANSMITTAL	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
PART I - STATISTICAL	1
TOTAL PROGRAM STAFF	2
SUMMARY OF SERVICES	2
HANDICAPPED PROJECT PARTICIPATION	3
DISTRIBUTION BY ETHNIC GROUPS	3
DISTRIBUTION BY DEMOGRAPHIC AREA	3
TOTAL PROGRAM STAFF FOR HANDICAPPED	3
RURAL/URBAN DISTRIBUTION	4
PROGRAMS DIRECTED TOWARD NATIONALLY RECOGNIZED PROBLEMS	4
IN-SERVICE EDUCATION	4
TITLE III PROJECT FUNDING SUMMARY	5
ABSTRACT	6
PART II - NARRATIVE	11
SEC. I. OBJECTIVES, ACTIVITIES, AND EVALUATION RESULTS	12
OBJECTIVES FOR ART AND MUSIC (GROUP I)	12
OBJECTIVES FOR SPECIAL EDUCATION (GROUP II)	31
OBJECTIVES FOR INSERVICE TRAINING (GROUP III)	36

		PAGE
SEC. II	GENERAL RESULTS	45
	A. MAJOR CHANGES BROUGHT ABOUT	45
	B. EVALUATION AND FEEDBACK	45
	C. INFLUENCE ON OTHER ACTIVITIES	48
	D. SUMMARY	49
SEC. III.	EVALUATION INSTRUMENTS	59
	A. USE AND EFFECTIVENESS	59
	B. STAFF-DEVELOPED INSTRUMENTS	62
	C. CHANGES MADE AS A RESULT OF EVALUATION	63
SEC. IV.	DISSEMINATION	65
	A. DESCRIPTION OF DISSEMINATION ACTIVITIES	65
	B. LIST OF SCHOOLS AFFECTED BY THIS PROJECT	68
SEC. V.	MISCELLANEOUS INFORMATION	71
	A. CONSULTANTS	71
	B. CONTINUATION	73
	C. MATERIALS DEVELOPED	74
SEC. VI.	STAFF	78
SEC. VII.	INVENTORY	79
PART III.	FINANCIAL	85
	EXPENDITURES	86
	SUMMARY OF AUTHORIZATIONS, EXPENDITURES AND BALANCES	87

PAGE

APPENDIXES 88

A. IDENTIFYING SLD CHILDREN

B. SCOPE OF THE SLD PROBLEM

C. PERCEPTUAL PROCESSES

D. CHECK LIST FOR PRE-SCREENING STUDENTS

E. ACHIEVEMENT TEST OUTLINE

F. SUTDENT SELF-IMAGE SURVEY

G. ATTITUDE SURVEY "WHAT DO YOU LIKE?"

H. STUDENT BEHAVIOR RATING SCALE

I. SURVEY OF ARTISTS

J. WHAT I SEE

K. WHAT I CAN TELL

L. ART CONCEPTS AND TERMINOLOGY TAUGHT (Survey)

M. VISUAL ARTS CONCEPTS AND ENVIRONMENT

N. STUDENT PREFERENCE SURVEY

O. STUDENT RATING SCALE OF AESTHETIC OPINIONS

P. STUDENT ATTITUDE CHECK LIST

Q. SURVEY OF COMPOSERS

R. MUSIC ACHIEVEMENT TEST

S. SURVEY OF STUDENT KNOWLEDGE OF CONCEPTS IN MUSIC

T. RHYTHMIC ACTIVITIES RATING SHEET

U. STUDENT RESPONSE TO LISTENING

V. STUDENT EVALUATION OF MUSIC ACTIVITIES

W. EVALUATIVE COMMENTS MADE BY DISSEMINATION WORKSHOP PARTICIPANTS

X. EQUIPMENT AND SUPPLIES CHECKED OUT TO THE PUBLIC SCHOOLS OF HUNTSVILLE

LIST OF TABLES

TABLE	TITLE	PAGE
I.	RESULTS OF INTEREST AND KNOWLEDGE RATINGS OF AN EXPERIMENTAL THIRD GRADE CLASS	15
II.	STUDENT MANIPULATIVE AND PRECISION SKILLS AS OBSERVED IN ART WORKS	23
III.	DISSEMINATION WORKSHOPS	41
IV.	HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER: ACTIVITIES AND SERVICES	58
V.	STAFF-DEVELOPED TESTS AND THEIR USES	62
VI.	SUMMARY OF DISSEMINATION ACTIVITIES	65
VII.	CONSULTANTS AND SERVICES PROVIDED TO HERDC	72

PART I

STATISTICAL

1. TOTAL PROGRAM STAFF

Position Category	Positions Assigned To Project			
	Number Full-Time	Part-Time Number	Part-Time FTE	Total FTE
Administration/Supervision	3			3
Teachers:				
Pre-Kindergarten				
Kindergarten				
Grades 1-3				
Grades 4-6				
Grades 7-12				
Other				
Counselors				
Social Workers				
School Psychologists				
Specialists	2			2
Evaluators				
Teacher Assistants, Teacher Aides				
Clerical Personnel	2			2
Community Liaison Personnel				
All Other Personnel		1	1/2	1/2

2. SUMMARY OF SERVICES, DIRECT PARTICIPATION AND ESTIMATED COST

MAJOR PROGRAMS OR SERVICES	Number Of Pupils By Grade Level (In Public And Non-Public Schools)					Non-Public School Pupils	Adults (Exclude Teachers)	Teachers Receiving Inservice Training	Total Number Of Participants	Estimated Cost
	Pre-K	K	1-3	4-6	7-12					
Development, Planning, Evaluation or Dissemination Activities	[redacted]									6,500
Better Utilization of In-service Educational or Instructional Personnel										
Program for Institutional Improvement										
Improve or Expand Curriculum areas (specify) SLD, Art, Music			936	900			40	272	2,148	23,000
Instructional Media/Tech. (specify)			936	900			40	272	2,148	6,000
Instructional Methodology (specify)							40	272	312	20,000
Remedial - Exclude Special Education (specify)										
Pupil Personnel Services:										
Guidance and Counseling										
Social Work										
Health										
Psychological			38	10					48	3,600
Other (specify)										
Community Service (specify)										
Critical Educational Needs:										
Disadvantaged										
Early Childhood										
Drug Use/Abuse										
Environmental										
Migrant										
Reading										
Other (specify) Learning Disabilities			32	30			40	272	62	72,000

3. HANDICAPPED PROJECT PARTICIPATION

Type Of Handicapped Children Served	Number Of Children Served					Full-Time Equivalence Of Project Personnel Paid With Title III Funds				Personnel Receiving Inservice Training With Title III Funds			
	1-5 Years	6-12 Years	13-18 Years	19 & Over	Total	Teachers	Teacher Aides	Other	Total	Teachers	Teacher Aides	Other	Total
a	b	c	d	e	f	g	h	i	j	k	l	m	n
MR													
MR		30	15										
[illegible]													
DEAF													
I													
I													
ED													
CR													
D		62				2		5 1/2	7 1/2	272	9	40	321
B													
OHI													
Total													

4. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS _____

5. DISTRIBUTION BY ETHNIC GROUPS

Population	Negro	Indian	Oriental	Spanish Surname	White (Other Than Spanish Surname)	Other	Total
Student Participants					2,148		

6. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

Category	Number
Urban Areas (over 50,000)	
Rural Areas (under 2,500)	1,882
Other Demographic Areas (from 2,500-50,000)	266
Total	2,148

7. TOTAL PROGRAM STAFF FOR HANDICAPPED (COMPONENT OR TOTAL PROJECT)

Position Category	Number Full-Time	Part-Time Number	Part-Time FTE	Total FTE
Administration/Supervision	3			3
Teachers:				
Trainable Mentally Retarded				
Educable Mentally Retarded				
Hard-of-Hearing				
Deaf				
Speech Impaired				
Visually Impaired				
Gifted				
Emotionally Disturbed				
Crippled				
Learning Disabled				
Deaf and Blind				
Other Health Impaired				
Specialists	2			2
Pupil Personnel Workers				
Evaluators				
Teacher Assistants, Teacher Aides				
Clerical Personnel	2			2
Community Liaison Personnel				
All Other Personnel		1/2	1/2	

8. NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS, TEACHERS AND COUNSELORS PARTICIPATING

	DIRECT PARTICIPATION						INDIRECT PARTICIPATION					
	STUDENTS		TEACHERS		COUNSELORS		STUDENTS		TEACHERS		COUNSELORS	
SCHOOLS	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
PUBLIC	1,836		272				2000		80		3	
NONPUBLIC												

9. RURAL/URBAN DISTRIBUTION OF PUBLIC AND NONPUBLIC STUDENTS IN DIRECT PARTICIPATION

Area	Number Of Students
RURAL	2,148
URBAN	

10. PROCRAMS DIRECTED TOWARD NATIONALLY RECOGNIZED PROBLEMS

Programs	Number Of Students Served		Amount Granted For Fiscal Year
	Directly	Indirectly	
Reading			$
Environment/Ecology			$
Equal Educational Opportunity			$
Model Cities (Urban, Inner-City)			$
Gifted			$
Handicapped *SLD and EMR*	107	375	$ 72,000
Guidance and Counseling			$
Drug Education			$
Early Childhood Education			$
Other (Specify)			$

11. IN-SERVICE EDUCATION FUNDED BY TITLE III

Activity Assignment	YEAR 1		YEAR 2		YEAR 3	
	Participants	Training Hours (Average)	Participants	Training Hours (Average)	Participants	Training Hours (Average)
Direction and Management						
Teaching	96	16	272	24		
Teaching Aide	9	16	14	16		
Supervision						
Other Professional						
Non-Professional						
Total	105	16	286	20		
Parents	20	12	40	12		
Other Community Persons						
Total	20	12	40	12		

12. TITLE III PROJECT FUNDING SUMMARY

Year	Date		Sources				
	From	To	Title III Grant	Other Federal*	Local	Total Budget	Total Expenditures**
1	7-1-70	6-30-71	95,000			95,000	95,000
2	7-1-71	6-30-71	95,000			95,000	95,000
3							
TOTAL							190,000

*Identify.
**Include funds obligated as well as expended.

ABSTRACT

TITLE OF THE PROJECT:

Harrison Educational Research and Development Center

TARGET POPULATION:

1. All elementary students (1-6), Huntsville, St. Paul, and Kingston
2. Educationally disadvantaged elementary children of Harrison (1-6), grouped into nine classrooms in two schools
3. Educable mentally retarded students of Harrison (1-9), grouped into three classrooms
4. Children with identifyable specific learning disabilities in Harrison and Huntsville.

NUMBER OF DIRECT PARTICIPANTS SERVED:

2,148

A. Project Description

The Harrison Educational Research and Development Center was comprised of two major components: One component was an extension of a previous Title III project which aimed at initiating art and music instructional programs in the elementary schools of Madison County and in some special classrooms of the Harrison schools. This component was implemented through inservice training and follow-up supervision, while furnishing equipment and expendable supplies needed for classroom use in carrying out the program objectives. The second component established two resource rooms with specialist teachers and equipment needed for providing individualized instruction for children with specific learning disabilities. These resource rooms served as a base for research and development, using music and art as instructional tools in addition to the use of conventional, accepted methods of instruction. This component was also supported by a program of inservice training aimed at familiarizing classroom teachers and administrators with the educational problems associated with specific learning disabilities. This training aimed at helping the classroom teacher to provide some of these children's educational needs within the classroom, as well as development of the ability to do pre-screening of children with learning disabilities and other educational handicaps.

B. Major Objectives

In the project plan, measurable behaviorable objectives were stated under each goal, activities were planned and carried out, and evaluation was completed at the end of each year for a two-year operational period. The general results

of this evaluation are given in Part II of this report, with a summary in Part II, Section II-D. A more detailed Evaluation Report, which is bound separately accompanies this report.

Following are the major goals of the project:

I. OBJECTIVES FOR ART AND MUSIC

GOAL I-A. To establish and support art and music instructional programs in elementary classrooms (grades 1-6) of participating schools within the project area where such programs do not presently exist.

GOAL I-B. To provide assistance in adapting art and music materials and techniques for instruction of disadvantaged children.

GOAL I-C. To establish and support an innovative, exemplary, experimental project in which art, music and language arts are integrated.

II. OBJECTIVES FOR SPECIAL EDUCATION

GOAL II-A. To establish and support two resource rooms for elementary students with learning disabilities. In addition to carrying out a program of individualized instruction in accordance with accepted practices, these resource rooms will serve as pilot projects in which instructional materials, methods, and techniques will be developed and tested.

GOAL II-B. To assist in adapting and developing instructional materials and techniques involving music, art, and basic studies for use in classrooms for the educable mentally retarded in all participating schools.

III. OBJECTIVES FOR INSERVICE TRAINING

GOAL III-A. To provide inservice training on released time for elementary classroom teachers whose students are assigned to the learning disabilities resource room.

GOAL III-B. To provide inservice training on released time for elementary classroom teachers (grades 1-6) where instructional programs in music and art are to be initiated.

GOAL III-C. To provide inservice training on released time for specialist teachers of children with learning disabilities.

GOAL III-D. To disseminate all instructional materials and techniques developed by this project which prove successful. (Long-range)

C. Activities Used to Achieve Objectives

Activities for carrying out these objectives were implemented in accordance with the original project plan. Following is an outline of activities which constitute the institutional and instructional variables used. Detailed descriptions of these may be found in the Operation Grant Proposal, Fiscal Year 1971 (Revised), pp. 24-41, and in Part II of this report.

1. MUSIC AND ART

   a. Elementary classroom programs
   b. Experimental project, integrating art, music, and language arts

2. SPECIAL EDUCATION

   a. Learning disabilities resource rooms
   b. Educable mentally retarded: program in music and art
   c. Economically and culturally disadvantaged: programs in music and art

3. INSERVICE TRAINING

   a. One-day workshops for elementary classroom teachers

4. CLASSROOM VISITATION AND CONSULTATION

   a. Music and art
   b. Special Education
   c. Follow-up to inservice training

5. RESEARCH AND DEVELOPMENT

a. Instructional materials development in art
b. Instructional materials development in music
c. Instructional materials development for SLD students

6. SERVICES

a. Evaluation and dissemination
b. Media Center
c. Distribution of equipment and supplies

D. Evaluation Strategy

Specific activities were planned for each objective, and an evaluation plan was drawn up and scheduled. A design or sequence of events was graphically illustrated in the plan, linking the evaluation schedule with the schedule of instruction, naming the test instruments to be used.

The proposed evaluation schedule as outlined in the original Operation Grant Proposal, FY 1971 and re-stated in the Continuation Proposal, FY 1972, was followed as closely as was practicable. Minor changes in the plan and the reasons for these changes are described in Part II of this report.

E. Evaluation Findings

Final tabulation of evaluation data showed that students made satisfactory gains toward the achievement of all stated objectives. In some cases these gains were far above expectation, thus lending support to the techniques and methods of instruction used.

As by-products of this project, many useful items of instructional materials and evaluation instruments were developed and disseminated. Copies of most of these materials and instruments are bound separately and submitted along with this report.

PART II

NARRATIVE

PART II. NARRATIVE

I. Objectives, Activities, and Evaluation Results

OBJECTIVES FOR ART AND MUSIC

GOAL IA. To establish and support art and music instructional programs in elementary classrooms (grades 1-6) of participating schools within the project area where such programs do not presently exist.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IA-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music as measured by teacher-made tests.

Objective IA-2. Students will be able to display a knowledge of music and art history as measured by teacher-made tests.

Elementary students, grades 1-6, of Huntsville, St. Paul, and Kingston comprised the target population for all objectives under Goal IA. In order to achieve these objectives, the following activities were carried out:

1. Inservice training in art and music for elementary classroom teachers.
2. Follow-up demonstration teaching in the classrooms of participating teachers. This was done by the art and music supervisors at the request of the teacher.
3. Instructional programs in art and music were initiated. These were conducted by the classroom teacher under the guidance of supervisors.

4. Classroom supervisory visitation to classrooms where instructional programs had been initiated.

5. Evaluation

IA-1 and IA-2 in Art. Evaluative results showed the following cognitive gains in art:

Students who were tested for achievement in knowledge of basic concepts in art over a two-year period showed an average gain of 19 points on a 55-point test for a gain of 35 percent.

The average cognitive gain over a two-year period in art history (Objective IA-2) was 34 percent.

IA-1 and IA-2 in Music. First grade students who were tested for achievement in knowledge and comprehension of basic concepts in music (Objective IA-1) showed an average gain in one year (1971-72) from 1.25 to 4.07 on a rating scale of 1 to 5. The average percentage gain for this group was 225.6.

Fifth grade students who were given the Colwell Elementary Music Achievement Test in the Spring of 1971 showed a pre-test average score of 36.7 and, one year later, a post-test score of 39.4 There was a gain of 2.7 points or 7 percent.

During the first year of this project the cognitive gain in music history and appreciation (Objective IA-2) among 4th and 5th grade students was 25 percent. During the second year third grade students had an average pre-test score of 10.7 and an average post-test score of 20.9 of a possible 26 points for a gain of 105.1 percent.

Affective Domain

Objective IA-3 in Art. Students will display positive response to the classroom activities used in carrying out this program of instruction, as measured by teacher-made rating scales.

The art supervisor rated student art works in five different media from four classrooms. These ratings were made in relation to the quality of work done by the students in each medium. The classroom teacher rated each medium in relation to student attitudes toward activities carried out in that medium. The teacher and the art supervisor marked these ratings independently without collaboration, monitored by the project director. A correlation coefficient of .9 resulted from the two sets of ratings, indicating that there is a high relationship between art achievement and student attitude toward or pleasure derived from art activities. The average self-rating on attitude toward art activities as related to five different media was 3.0, out of a possible 5.0, the same as the average rating on achievement given by the instructor and supervisor.

IA-3 in Music. In order to determine interest in relation to three different areas of music study, a preliminary survey was made among 3rd grade experimental students. Results of the interest ratings marked by the students on a 1-5 scale with 5 as highest are as follows: music notation 4.44; knowledge about instruments 4.39; and study about music compositions, 3.60.

Cognitive gain was as follows; music notation, 169 percent; study about music compositions, 102 percent; and study about instruments, 46 percent. Table I shows the parallel between student self-interest ratings and cognitive test results.

TABLE I

RESULTS OF INTEREST AND KNOWLEDGE RATINGS
OF AN EXPERIMENTAL THIRD GRADE CLASS
(Average Scores)

Objective IA-2 - IA-3

	INTEREST SELF RATING				COGNITIVE TEST RESULTS			
	Pre-Interest Survey	Post-Interest Survey	Possible Score	Percentage Gained	Pre-Test Score	Post-Test Score	Possible Score	Percentage Gain
Music Notation	4.44	4.00	5	NEG.	2.44	6.56	7	169
Study about Music Compositions	3.60	4.84	5	34	3.72	7.61	8	102
Study about Musical Instruments	4.39	4.61	5	5	4.61	6.72	11	46
					TOTAL AVERAGE GAIN			105.6

The average affective survey data showed an increase from pre- to post-test of 4.14 to 4.48 or eight percent.

Psychomotor Domain

Objective IA-4. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and consultants and recorded on a teacher-made scale.

IA-4 in Art. Random samples of paired art works of 18 students were drawn from those of the total enrollment of four classrooms. Each paired sample represented two art works by the same student completed several months apart. Without knowledge of the order in which these works were completed, two artists judged each pair on the basis of maturity, selecting the one of each pair which showed more maturity in the use of manipulative skill.

As a result of the first year's evaluation the judges agreed that 50 percent showed increased maturity on the second work, while they agreed that only 17 percent showed no gain. The judges disagreed on 33 percent.

An average of 48 percent of the students in each classroom showed increased maturity in their art works within a period of only a few months.

A sample of seven students were pre- and post-tested again in 1971-72. The same method of scoring was used as in the previous year. This time, the same judges agreed that of this sample the same percentage (57 percent) showed gain in maturity both years.

From subjective examination of the data there is indication of a direct relationship between student gain in manipulative skills and the following instructional variables: (1) teacher experience in art, (2) time allotted for art activities in the classroom, (3) teacher attitude toward art, and (4) teacher acceptance of the HERDC instructional and supervisory programs.

IA-4 in Music. Students who were evaluated in psychomotor skills related to music (basic locomotion and rhythmic activities) scored an average rating of 3.07 on a rating scale of 1-5 with 5 as highest. (These students had received some instruction previous to the pre-test.) The post-test average was 3.95 with a gain of 28 percent.

Control groups with no instruction showed no gain. A comparison between experimental and control groups indicates that most students do not learn basic locomotor or rhythmic skills without instruction.

GOAL IB. To provide assistance in adapting art and music materials and techniques for instruction of disadvantaged children.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IB-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music, as measured by teacher-made tests.

Objective IB-2. Students will be able to display a knowledge and comprehension of music and art history as measured by teacher-made tests.

Educationally disadvantaged children, (grades 1-6) who were shown to be one or more grades below their age level in achievement were grouped in special classrooms. Nine such classrooms in Harrison, plus several classrooms in Huntsville were given music and art instruction. The same pattern of activities was followed for these students as for average achievers, following a pattern of inservice training, demonstration teaching, and supervision. The amount of participation, however, was diminished due to teacher concern for achievement in basic studies.

The test design originally planned for objective IB-1 in art was not followed because there was little opportunity to teach basic concepts in art to these groups. These classrooms contained many low achievers, and the teachers generally felt the need to emphasize language and math skills.

A survey was made among five teachers to determine the amount and kind of art subject matter being included in the instructional program. The results of the teacher self-rating scale, show a combined average of 59 percent. This shows that the five teachers surveyed judged themselves to be including 59 percent of the subject matter suggested in the Art Concepts and Terminology list (see Appendix L). This list was compiled by the art supervisor as a representative list of concepts that elementary students should experience at these grade levels; however, 100 percent would only be expected in ideal situations where there is no teacher overload. This survey was not conducted again during the second year.

Further testing under Objective IB-1 was done during the first year among 31 sixth grade students in one classroom to determine the amount of gain in knowledge of art concepts over a three-month period. This group showed an average gain of 12 percent during that period, however, the scores were low: 67 percent average on pre-test and 79 percent average on post-test.

Further testing could not be done with this group, as they were promoted to the 7th grade.

A sample of nine students were selected and pre-tested during the first year, and they were post-tested near the end of the second year. Following is a description of how this evaluation was carried out:

> Drawings and paintings made by nine educationally disadvantaged students of two years were compared. The art work was made during April and May of each year. The students were from ungraded classrooms. Seven students had the same teacher both years. Two students, A and N, had the same teacher that the others had during the first year, but they were enrolled under a different teacher the second year.
>
> Evaluation criteria used three visual arts concepts: color, line, and texture. Ratings were made of the skill each student displayed when working with color, line, and texture. Before being tested, the children had experienced a structured learning program in the areas of color, line, and texture. Color was

taught during the first year, and line and texture were taught during the second year. During the second year, the teacher included color in classroom discussion. Test results showed an average gain of .16 points or 6 percent. Ratings were on a 1-5 scale, with 5 as the highest score.

Objective IB-2 in Art. There was no opportunity to include the instruction of art history in the curriculum of this group during the first year; however, there was some exposure to famous artists and their works during the second year. A pre-test, "Survey of Artists," was administered to a sample of 12 students in the spring of 1971. The same test was given to the same students as a post-test one year later. The test results showed a 15 percent over-all average gain for all students, although it was obvious that the test was too difficult for this group. This test required each student to place a check mark by each name of an artist, choosing these from a list of artists and other famous persons arranged in random order. A sample of this test may be seen in APPENDIX I.

IB-1 and IB-2 in Music. In the fall of 1970 one class of disadvantaged students had very limited skills in understanding the basic music concepts of high-low, fast-slow, even-uneven and loud-soft. On a group test these students scored 1.25 out of a possible 5 on a scale of 1-5. One year later these students scored an average of 3.37 on individual tests,

and in the spring of 1972 their average score was 4.17. Gain over the two year period was 233.6 percent.

Formal instruction and testing in music history was not attempted (IB-2); however, use was made of audio-visuals in introducing masterpieces of music, and these children responded positively. As evaluated by observation, students' listening skills were improved through use of these audio-visuals.

Affective Domain

Objective IB-3. Students will respond positively to and display a value for the school environment, as demonstrated through their school attendance, self-direction and social adjustment, measured by teacher-constructed opinion surveys, rating scales, anecdotal records and attendance records.

IB-3 in Art. There was no opportunity to observe student self-direction and social adjustment through art activities. There was no control group of comparable students available with which to make comparison.

IB-3 in Music. Students responded positively and displayed a value for school environment as demonstrated through their self-direction and social adjustment measured by observation of teachers and the music consultant and recorded in anecdotal accounts.

Observations were made throughout the year on the students' abilities to communicate verbally, kinesthetically, and on their apparent levels of self-confidence in music class.

At the beginning of the first year, members of this group exhibited much uncertainity and shyness. After a period of two months, this shyness was replaced with uncontrolled boisterousness which was evidenced particularly in dramatic or rhythmic activities. By mid-term, however, the general response had become more accurate and controlled. By March 15, children made appropriate physical responses in regard to directional walking and also participated in expressing abstract ideas and reasoning.

During the second year the teacher reported that these children requested to do rhythmic activities ("to move to music"). The teacher also reported that the accuracy of these students in performing rhythmic activities exceeded that of some of the regular classes.

One student, who at the beginning of this project was exceedingly withdrawn, would not speak with adults, and exhibited destructive tendencies, showed remarkable progress in social adjustment. By the end of the second year, he excelled in rhythmic activities, could sing well in tune (although he still has trouble with words) and did some outstanding work in art. He appears to be happy and has made some progress in his academic work.

School attendance records were not considered as a part of this evaluation

Psychomotor Domain

Objective IB-4. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and recorded on a teacher-made scale.

TABLE II
(Objective IB-4)

STUDENT MANIPULATIVE AND PRECISION
SKILLS AS OBSERVED IN ART WORKS

STUDENT	MOTOR CONTROL OF FILLING SPACES		SURENESS OF LINE FORMATION		VARIETY OF SHAPE FORMATION		GAIN	
PRE-TEST, SPRING 1971 POST-TEST, SPRING 1972	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	POINTS GAINED	PERCENTAGE GAIN
A	2	4.0	2	4.5	2	4.50	7.00	116.6
B	3	3.0	2	3.5	2	3.00	2.50	35.7
C	1	3.5	2	4.0	3	4.00	5.50	91.7
D	2	2.0	1	3.5	2	3.00	3.50	70.0
G	1	3.0	2	3.5	2	4.00	5.50	110.0
H	1	3.0	1	3.0	2	3.75	5.75	143.7
I	1	4.0	1	4.5	2	5.00	9.50	187.5
K	1	3.0	2	3.5	2	3.00	4.50	90.0
N	3	4.0	2	4.5	2	4.00	5.50	78.6
AVERAGES	1.66	3.28	1.66	3.83	2.11	3.81	5.48	101.0

IB-4 in Art. Student art works were used for judgment of manipulative and precision skills as a pre-test during the first year. As these skills needed to be observed and measured over a longer period of time than was allotted by the first year's evaluation design and schedule, the 1970-71 scores were used as pre-test scores only. Each skill for each student was rated on a scale of 1-5. This judgment was made by artists, and their ratings were averaged to obtain the results shown in Table II.

The same artists judged both the pre- and post-test. Test results showed an average gain of 101 percent over a one-year period for educationally disadvantaged students where teachers were receiving inservice training and supervision through this program.

IB-4 in Music. Students developed manipulative and precision skills in music as observed by consultant and teacher and recorded on a rating scale designed by HERDC. Evaluation of psychomotor skills was made in relation to rhythmic activities which were used for teaching basic concepts to these students.

Skills which were rated included hopping, skipping, and step-hopping done in a prescribed tempo. Other skills which were rated were those of making physical responses to fast-slow patterns and even-uneven patterns. On a group test done at the beginning of the first year (fall 1970) these students scored 1.58. Individual tests were then given in the spring of 1971, in the fall of 1971, and in the spring of 1972. Only seven students received all three individual tests: therefore, only

those scores are included in this evaluation report. The gain for the two year period was from 1.58 to 4.80 or 204 percent.

In many areas of rhythmic activities this class was superior to many regular classes.

GOAL IC. To establish and support an innovative, exemplary, experimental project in which art, music, and language arts are integrated.

QUESTIONS TO BE ANSWERED (As stated in the project plan)

Answers to the following questions will be sought as an outcome of this experimental project:

1. Can non-musician and non-artist classroom teachers successfully teach music and art, integrating these subjects with language arts?
2. Will the integration approach be a help or a hindrance in scheduling?
3. Will classroom teachers accept and carry out this approach with positive attitudes?
4. Can adequate instructional materials be adapted or developed to enable students to comprehend true relationships among these disciplines?
5. Can adequate activities and instructional techniques be developed to provide favorable learning situations, while developing and maintaining positive attitudes among students?
6. Are the relationships among these disciplines strong enough to provide basis for development of "natural' learning activities?

7. Will student achievement through this approach be comparable to that of students in a control group, in art, music, language arts, and other basic studies?

EVALUATIVE OUTCOMES RELATIVE TO THE ABOVE QUESTIONS

QUESTION	ANSWER BASED ON EVALUATION
1.	The teacher of this pilot project was successful in maintaining a well-balanced program; however, her abilities are exceptional and it is logical to assume that many teachers would fail. At any rate, some assistance is needed from art and music specialists.
2.	Much time is required in planning the classroom activities so that all subject matter is included in a logical and related fashion. Each succeeding year of this practice should become less difficult and less time-consuming. The integration approach can become a help to scheduling after the basic work is done in planning units of study and associated activities.
3.	It was not determined whether or not classroom teachers would accept and carry out this approach with positive attitudes.
4.	Three units were developed to serve as proof that adequate instructional materials can be developed. These units have been proven in the classroom.
5.	Students in this class scored above the over-all average of all groups tested, using the HERDC Student Self-Image Survey.

QUESTION ANSWER BASED ON EVALUATION

6. Inter-disciplinary relationships are present in a well-chosen subject core. Care should be taken in planning units so that socio-economic and cultural aspects of various peoples in various geographical locations within a specified time span can be studied.

7. No control group was used to make this comparison.

PRIMARY OBJECTIVES FOR GOAL C

1. To assist three classroom teachers (one of each, 4th, 5th, and 6th grades) in developing instructional techniques and materials for integrating visual arts and music with language arts and communication skills. (OUTCOME: Only one teacher was available, Grade 5.)

2. To compare the achievement scores of the experimental group with achievement scores of a control group to determine the effects on an enriched, integrated curriculum on achievement in knowledge, comprehension, and application (cognitive domain) achievement in manipulative and precision skills (psychomotor domain) and development of positive responses to the school environment (affective domain). Test and rating scores of the experimental and control groups will be compared in the subject areas of fine arts, language arts, social studies, and other basic studies. (OUTCOME: No comparison of cognitive achievement was made.

3. The data gathered through testing will be processed by appropriate

statistical analysis. (OUTCOME: This will be reported in detail in the Annual Evaluation Report FY 72.)

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IC-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music as measured by teacher-made tests.

Objective IC-2. Students will be able to display a knowledge of music and art history as measured by teacher-made tests.

Objective IC-3. Students will be able to apply knowledge and skills in music and art to activities and self-directed study in the language arts as observed and rated by classroom teachers and consultants.

IC-1,2,3. In order to establish and carry out this pilot project it was necessary to find a teacher who was willing to take the responsibility of planning, evaluating, and reporting the results of classroom instruction. One fifth grade classroom was chosen as the experimental group for this project.

The unit method of instruction was used as the basic approach to integrating the subject matter of language arts, fine arts, social studies and career awareness.

Units were planned by the classroom teacher. HERDC staff assisted in the search for resources and instructional materials for each unit. Activities were planned, scheduled and carried out according to a pre-planned schedule. During the course of each unit of study, the teacher

recorded pertinent facts concerning the schedule, the resources and materials used, the objectives, etc. These units were then refined and written up in such a manner that other teachers may use them in their own classrooms.

The refinement and writing of these units became the prime objective of this pilot project; therefore, the original evaluation plan was not followed. The consensus of opinion among the supervisors, the director and the teacher was that these units could be more beneficial to other teachers than cognitive achievement scores in art and music. These students participated in more music and art activities than did other classes in the same school; therefore, their achievement was in no danger of suffering as a result of their method of instruction.

As a part of this innovative approach to subject matter integration, three typewriters were placed in the classroom, and each student was scheduled for typing practice, using the regular touch system on covered keyboards. All students learned the keyboard during the year and several became proficient enough to type letters and written assignments by the end of the school term. As a result of this experiment, there is strong evidence that the fifth grade is not too early to begin typing instruction, provided a competent teacher is available. Students of this age are strongly motivated to achieve in typing.

Further experimentation needs to be done by providing further typing instruction for some of these highest achievers throughout the next three

or four years to determine what degree of typing proficiency can be reached and to determine whether or not this high motivation can be sustained. Also, it might be beneficial to know whether or not the early development of typing skills has any influence on student achievement in other language skills.

Affective Domain

Objective IC-4. Students will display throughout the year a sustained positive response to classroom activities used in carrying out this integrated program of instruction, as demonstrated through attitudes recorded in teacher-made survey check-lists and anecdotal records.

Objective IC-5. Students will display a value for seeking knowledge beyond the limitations of lesson assignments as demonstrated by their self-directed activities and recorded in teacher-made survey check-lists and anecdotal records.

Objective IC-6. Students will display positive response and a value for the school environment as demonstrated through their self-esteem and their self-directed activities as measured by teacher-made rating scales.

IC-4,5,6. Students did maintain a high regard for participation in all student-centered activities. Student self-direction was evidently a by-product of this approach to teaching.

The HERDC Student Self-Image Survey was administered to this group with the following results:

The average class score was 3.84 out of a possible 5.00 on all items, which is .02 higher than the combined average of all groups

tested. The only group tested that scored higher than this group was SLD students who were following a schedule of individualized instruction where strengthening of the self-image was one of the prime objectives.

There was no significant correlation between individual scores on the self-image survey and the first semester grade averages.

Psychomotor Domain

Objective IC-7. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and recorded on a teacher-made rating scale.

IC-7. The evaluation plan devised for measurement of achievement toward this objective was not followed, as other goals appeared to be more worthy of achievement. This decision was made when it became apparent that the study units being used could be refined, written, and made available to other teachers. The classroom teacher did not have time to carry out the planned evaluation scheme and also develop the units of study.

OBJECTIVES FOR SPECIAL EDUCATION

GOAL A. To establish and support two resource rooms for elementary students with learning disabilities. In addition to carrying out a program of individualized instruction in accordance with accepted practices, these resource rooms will serve as pilot projects in which instructional materials, methods and techniques will be developed and tested.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective II A-1. Students with specific learning disabilities will show an increase in knowledge and comprehension in their one or more areas of disability (processes of speech, language, reading, spelling, writing, or arithmetic) as measured by standardized tests, teacher-constructed tests and tests constructed by personnel at the Child Study Center, University of Arkansas Medical Center, Little Rock.

II A - 1. One SLD resource room was established in Harrison and one in Huntsville. Fifteen students were enrolled for individualized instruction in each resource room for a period of two years. Students were selected for this special instruction on the basis of psychological and educational testing. All were achieving at least one year below grade level in one or more subjects, and all had an I. Q. score of 90 or above.

Both conventional and innovative approaches to instruction were used, placing major emphasis on each child's disability area. Following are the results of evaluation over the two-year period:

> On language skills and arithmetic, over a two-year period, all SLD students in the Huntsville Resource Room gained an average of two grade levels in their disability areas, scoring an average of 83 percent on the tests administered, on their highest attained grade levels.

A different evaluation scheme was followed in the Harrison resource room; therefore, test results are stated in terms of percentage gain for each subject area. These results were as follows:

SUBJECT AREA	AVERAGE 2-YEAR GAIN
Spelling	120.47 percent
Letter Sounds	59.07 "
Perceptual Motor Skills (Visual)	9.80 "
Gross Motor Skills	59.00 "

Over a two-year period, seven Harrison SLD students made an average gain of 3.43 grade levels in composition skills and an average gain of 2.50 grade levels in reading.

Handwriting samples were kept for each Huntsville student who was having writing difficulty. In the final evaluation report for this project, the pre-test sample is displayed along with the post-test sample for each child.

Also, anecdotal records on each child, as kept by the Huntsville resource room teacher, are included in the final evaluation report. These records which do not identify the children by names could be beneficial to other resource room teachers in determining a course of action for teaching SLD children.

Affective Domain

Objective II A-2. Students will display a positive response and value for the school environment as demonstrated through their self-esteem and their self-directed activities as measured by teacher-made rating scales.

II A-2. In the affective domain, it was learned that these students rated themselves high, using the HERDC self-image survey scale. Their average (one resource room) was 3.99 out of a possible 5.0. This was the highest average score made among the five groups tested. The high score may be attributed to the fact that there was special effort to elevate student self-image within this group. Also, the individual attention given to these students by the instructor probably helped the students to feel good about their achievements.

Psychomotor Domain

Objective II A-3. Students whose learning disabilities are related to a sensory deficit in motor response will show gain in imitation and manipulation as related to the processes of speech, language, reading, writing, and arithmetic, as measured by observation by specialist teachers and consultants.

II A-3. A sample testing showed a gain of 9.8 percent between pre- and post-test over a two-year period on visual perceptual motor skills, and a gain of 59 percent on gross motor skills.

GOAL II B. To assist in adapting and developing instructional materials and techniques involving music, art, and basic studies for use in classrooms for the educable mentally retarded in all participating schools.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective II B-1. Students will show an increase in knowledge and comprehension in basic studies, especially in communications skills, as measured by standardized achievement tests and teacher-made tests.

Affective Domain

Objective II B-2. Students will display positive response and value for the school environment as demonstrated through school attendance, self-direction and social adjustment, measured by teacher-made opinion surveys, rating scales, anecdotal records and attendance records.

II B-2. Two EMR classrooms of Harrison participated in this effort (one each from elementary and secondary levels). The teachers received workshop instruction for the purpose of planning instructional programs in art and music for this special group of students. Supervisors scheduled follow-up classroom visitation for the purpose of assisting teachers with their instructional programs. Specific activities were recommended and instructional materials were furnished.

No attempt was made to follow the evaluation scheme planned for this group, as there was little chance of providing evidence of a relationship between achievement in the basic studies and the program for an enriched curriculum. There was no control group available for comparison.

An instructional program was carried out, however, and it was evident from observation that the participants, both students and teachers, benefitted in the areas of cognitive, affective, and psychomotor development. Also several instructional units in music and art were prepared for these students.

OBJECTIVES FOR INSERVICE TRAINING

GOAL III A. To provide inservice training on released time for elementary classroom teachers whose students are assigned to the learning disabilities resource room.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective III A-1. Classroom teachers will be able to display knowledge and comprehension of the basic educational problems of children with learning disabilities, and will be able to apply this knowledge and comprehension to students' special needs in the classroom environment. Their achievement will be measured by tests constructed by specialist consultants.

Affective Domain

Objective III A-2. Classroom teachers receiving training under this program will respond positively to the program of instruction as measured by their responses on rating scales and by their follow-through activities, as observed by specialist consultants.

III A-1, 2. It was determined at the beginning of the program that classroom teachers whose students would be scheduled to spend a part of

each day in the SLD Resource Room would need inservice training through which they could gain insight into identification and instruction of children with specific learning disabilities. One-day workshops were carried out for this purpose. As a follow-up to this instruction, the SLD resource room teachers held informal conferences with these teachers concerning their students' progress in both the resource room and the regular classroom. Through this effort, the classroom teachers functioned as a part of the effort to give individualized help to these handicapped students. Resource room teachers have reported that this system of open communications has been beneficial in bringing about the success of the program. These teachers displayed a knowledge of the problems and were able, therefore, to assist with the over-all program.

The results of a survey scale on teacher attitudes concerning the workshops showed that the average rating given the workshops by all teachers attending was 4.3 out of a possible 5.

Cognitive test results of a 5-day workshop are as follows: pre-test average, 8.62 or 53.8 percent; post-test average, 14.94 or 93.4 percent.

GOAL III B. To provide inservice training on released time for elementary classroom teachers (grades 1-6) where instructional programs in music and art are to be initiated.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective III B-1. Teachers will be able to display knowledge and comprehension of basic concepts in art and music as measured by tests

constructed by specialist consultants.

Objective III B-2. Teachers will be able to display knowledge, comprehension, and application of instructional techniques as demonstrated by their ability and success in follow-through activities in the classroom. These follow-through activities will be measured by rating scales constructed by specialist consultants.

III B-1, 2. Teachers who participated in this phase of the program included all elementary classroom teachers of Madison County, nine teachers of educationally disadvantaged students in Harrison, and three EMR specialists of Harrison. All inservice training was followed up by classroom visitation by the art and music supervisors. These visits were for the purpose of consultation and demonstration as part of the effort required to assist teachers to initiate and sustain programs of music and art instruction in their classrooms.

The supervisors also assisted teachers in planning special music programs and art displays for the school and community. These were used as motivational tools for both students and teachers.

Evaluative results of cognitive achievement in these workshops showed an average score of 4.37 out of 10 possible on pre-test and 8.87 on the same test as a post-test, for a gain of 102 percent.

Affective Domain

Objective III B-3. Classroom teachers receiving training under this program will respond positively to the program of instruction as measured

by their follow-through activities, as observed by specialist consultants.

Attitude survey forms were filled out by each participating teacher following each workshop. The average rating given by all participants on all items for all workshops was 4.31 on a 1-5 scale, with 5 as the highest possible score.

GOAL II C. To provide inservice training on released time for specialist teachers of children with learning disabilities.

BEHAVIORAL OBJECTIVE

Cognitive Domain

Objective III C-1. Teachers will be able to display comprehension of and demonstrate application of the use of specially developed instructional materials, as demonstrated by their follow-through activities in the resource rooms. Follow-through activities will be rated by a scale constructed by the specialist consultants.

III C-1. The two specialist teachers were allowed released time to meet at the Center with other members of the project staff. These sessions were informal, and they focused on finding solutions to specific problems in carrying out the program of resource room instruction. All sessions produced positive results. The line of communications was always open among the administrative staff, specialist teachers, and the team of consultants.

No formal evaluative activity was carried out for this phase of inservice training, as it was always apparent from immediate feed-back that these activities were producing the desired results.

GOAL III D. To disseminate all instructional materials and techniques developed by this project which prove successful. (Long range)

BEHAVIORAL OBJECTIVE

Cognitive Domain

Objective III D-1. Specialist teachers and classroom teachers will be able to display knowledge, comprehension, and demonstrate application of newly-adapted instructional materials and/or techniques, as demonstrated by their success in carrying out follow-through activities in the classroom. Knowledge and comprehension will be measured by tests constructed by specialist-consultants, and the application will be measured by rating scales and by compilation of quantitative data.

III D-1. During the second year of operation five workshops were conducted on the subject of Specific Learning Disabilities. These workshops focused primarily on familiarizing teachers, school administrators, specialists, and parents with the educational aspects of the SLD problem. The total attendance of these workshops was 538.

TABLE III

DISSEMINATION WORKSHOPS

FY 1972

DATE	LOCATION	NO. OF PARTICIPANTS	NO. OF SCHOOLS	DURATION
January 26, 27, 1972	Little Rock	147	93	2 days
February 10 & 24, 1972	Fayetteville, U of A	28	4	2 days
May, 1972	Harrison	3	1	1 day
October 18, 1971	Hot Springs	150	100	3, 1 hr. sessions
December 3, 1971	Memphis	210	150	1 day

Table III shows a list of dissemination workshops conducted by the project staff during FY 1972.

Cognitive and affective evaluation and feedback on the Dissemination Workshop in Little Rock, January 26-27, 1972, shows the effectiveness of the techniques of presentation used by this staff. Following are the results of that workshop:

> An evaluation of this workshop was made by the HERDC staff in two areas: affective and cognitive. The affective evaluation consisted of a check list rating sheet which was distributed to participants attending the last session, plus comments made by these people concerning their personal observations of this workshop.
>
> The cognitive evaluation was made by a comparison of results of a pre- and post-test.
>
> A description of evaluation procedures plus the results follows:

AFFECTIVE EVALUATION

Check-list Rating Sheets

> At the end of the final session of this workshop, participants were asked to rate its effectiveness by marking an evaluation form provided by HERDC. Five items were included on this form, and ratings were made from five choices on each item. Numerical ratings were assigned to each item with 5 as highest and 1 as lowest. Participants were not required to sign these evaluation forms. Fifty-two participants responded.
>
> Ratings are as follows:

ITEM	AVERAGE RATING	POSSIBLE RATING
Quality of instruction	4.37	5.00
Amount of insight received into the types of problems children have in learning	4.42	5.00
Understanding gained of own students' problems	4.42	5.00
Usefulness of teaching techniques learned	4.33	5.00

ITEM	AVERAGE RATING	POSSIBLE RATING
Gain of confidence in ability to find ways to help own students	4.16	5.00
Average of all ratings	4.28	5.00

Participants were also asked to make comments concerning what they liked best and what they liked least about the workshop. All comments have been copied verbatim and are included in Appendix W.

COGNITIVE EVALUATION

A pre-test was given to all attending the first workshop session; however, only 18 of those were present when the post-test was given.

Thirty-two items were included on this test with a possible score of 16. The average pre-test score was 10.5, and the average post-test score was 13.5. The average gain was 29 percent.

Only the papers of those taking both tests were included in these figures.

In May the State Title III Dissemination Office conducted a survey among those attending the January 26-27 workshop on Learning Disabilities. Of those responding, fourteen were using techniques learned in the workshop; four said they were not. Twelve others said they plan to use some of the methods or techniques in the fall. In addition, there were thirty requests for additional workshops of more in-depth types of information regarding the instruction of children with specific learning disabilities.

Some of the types of workshops requested include the following:

Workshops for Regular Classroom Teachers

Workshops for Superintendents

Workshops for Parents

Demonstrations Using Video Tape

Small Group Workshops
(To provide opportunity for individual participation)

Workshops on Approaches for Older SLD Students

All responses to questions on the survey form are included in another section of this report.

Additional requests for information during the 1971-72 year include 19 inquiries from 16 different states. One principal from southern Arkansas brought two classroom teachers to Harrison for a one-day conference in May.

One request for a January 1973 workshop at Harrison has been made by a professor at Upper Iowa University, Fayette, Iowa. This workshop would be part of an interim period course study.

Following is a summary of a survey conducted by the Dissemination Office of the Arkansas Department of Education.

Those attending the Workshop on Learning Disabilities at Little Rock on January 26-27 found the material presented there useful. Fourteen said they were actually using techniques learned in the workshop, four said they were not. Another 12 said they planned to use the ideas next fall. Some of the districts which are now using the Harrison Center techniques are:

1. Arkadelphia, where 74 children with reading difficulties are now using the visual and auditory perceptive materials.

2. North Little Rock, where five children are using needlework to strengthen motor coordination. New uses for materials already on hand were found to reorganize its curriculum.

3. Jonesboro, where a resource room was established.

4. Little Rock used the material for parents at a mothers' club meeting.

5. Paragould is using materials to reorganize curriculum for SLD children.

6. Fort Smith has reached 276 teachers with bulletins which are used to inform them about workshop methods.

Arkadelphia is planning to set up an SLD resource room in the fall, and Searcy is working toward that goal. Several other districts have similar plans if funds are available.

A dissemination project is being planned by the Harrison Center and the requests for further help made in this report will be channeled there.

II. General Results

A. MAJOR CHANGES BROUGHT ABOUT

On the basis of student success and teacher-parent acceptance of this project, the SLD Resource Room will be continued under local support in the Harrison Schools. In addition, a second resource room has been added within the school system.

Due to lack of funds, the Huntsville Resource Room will be discontinued; however, acceptance of this program by the Huntsville teachers and administrators has been demonstrated by the fact that the resource room teacher was asked to conduct a series of workshops for the Huntsville teachers, helping them to develop a plan for individualized SLD instruction that can be carried on by the classroom teachers. Regardless of whether or not this plan will be carried through to successful completion, the acceptance of this program has been clearly demonstrated through this effort.

B. EVALUATION AND FEEDBACK

Early in the project period, it became evident that major emphasis must be devoted to familiarizing school personnel and parents with the problems of specific learning disabilities, and that rather than devote effort solely to the development of innovative instructional materials, the greatest need was for the development of pre-screening tools and other instruments needed for identifying and placing the SLD child for instruction. There was overwhelming evidence from the outset of the project that there was little awareness or understanding of specific

learning disabilities as a definable problem, separate from other learning handicaps. Teachers insisted on thinking of all under-achievers as being in one or more of the following categories.

(1) Low mentality (EMR)

(2) Poor background

  (a) Socially deprived

  (b) Economically deprived

  (c) Under-nourished

(3) Emotionally disturbed, or maladjusted, due to environmental factors

(4) Lack of interst

(5) Poor physical health

(6) Acuity problems of sight or hearing

(7) Discipline problems

Many misconceptions as to the nature of the SLD problem were found to stem from the attempt to adjust prior knowledge of other problem areas to explain this relatively new area of specific learning disabilities. It was found that these preconceived notions are hard to dislodge; and that in order to do so effectively, one must be able to cite many detailed case histories which parallel, in some way, the teacher's prior knowledge of other similar students. This technique has been successfully demonstrated by the project staff in all of its dissemination activities.

This project has assisted the Harrison schools in development of a method of instructing SLD students through the use of teacher aides. This practice is likely to continue in some modified form throughout the coming years. Perhaps the

greatest benefit derived from this phase of the project is that the classroom teachers have become involved with identification and instruction of children with learning disabilities. Most teachers who have had the training and experience afforded through this project no longer think of the SLD child as merely a discipline problem. As a result of individualized help these students are adjusting to the school environment and are pleased with their own ability to succeed. This method of SLD instruction is worthy of emulation, and it will be described to personnel of other schools during the dissemination period scheduled for the coming year.

Community acceptance of the project has been enthusiastic. Project staff members have been invited to speak at many public gatherings, and the immediate feed-back from these appearances has always been enthusiastic and highly positive. It seems likely that the Harrison community will continue to expect to have special instruction for SLD students in their public schools. This attitude could never have been developed without the Title III effort.

The fine arts component which operated primarily in Madison County has been equally successful in that the students, teachers, administrators, and parents became involved in promotional activities which culminated in public displays of student skills in art and music. These activities were so successful that there is strong incentive now for the continuation of the instructional program of art and music in the public schools of Madison County. Due to its larger enrollment, Watson Elementary School in Huntsville was most successful in its promotional activities involving public viewing. All administrators of all participating schools displayed the highest degree of cooperation and support for the project, which proved a major factor in the program's success in Madison County.

C. INFLUENCE ON OTHER ACTIVITIES

The presence of fine arts oriented personnel on the staff has indirectly influenced the development of many community sponsored activites connected with the arts. Following is a list of activities which were developed during a previous Title III project, and have continued to benefit by the presence of Title III personnel in the community.

1. The North Central Arkansas Concert Association has developed from a $900 a year project to an annual budget of $16,000, bringing nationally-known concert groups to Harrison for performances. These performances have always been fully supported by the local community with some assistance from the Arkansas Arts Council and the National Endowment for the Arts.

2. The Harrison Art League has developed from a faltering social club made up of art enthusiasts to an organization actively participating in its own educational program in which many prominent artists and art educators throughout the region participate.

3. Dance classes continue to grow in numbers and the talent grows in quality from year to year. Public support for this educational service is at an all-time high.

4. The media center library serves both the school and the community. This library, developed through a previous Title III project is currently maintained by the Harrison School District, and a plan is being developed for sharing this facility region-wide. It is currently being used by the local schools, Head Start programs, Day Care Centers and by schools in the outlying region whose teachers were formerly Title III staff members.

5. There is presently much community interest in building a community center and auditorium. This interest has increased in proportion to the build-up of activities promoted by Title III personnel.

6. There is a growing interest among teachers in the idea of individualizing instruction. This is, in part, a result of the type of inservice training they have received through this project.

7. Perhaps the greatest benefit derived from this and previous Title III projects is the community's growing awareness of itself as a cultural and educational center for the region. Increased community pride as a result of this awareness has become strongly evident. Attainment of this level of community attitude toward education has been a prime objective of Title III throughout two projects.

D. SUMMARY

1. Project Components

The evaluation plan was designed to measure achievement toward objectives in three areas:

a. Art and Music for all elementary students of Madison County, plus groups identified as educationally disadvantaged and educable mentally retarded in both Madison County and Harrison.

b. Establishment of two resource rooms for specific learning disabilities in which conventional methods of instruction were carried out, as well as the introduction of many

innovative techniques, materials, and instruments. These resource rooms served as a base for research and development in connection with the testing of new instruments, materials and techniques.

c. Inservice training in support of both of the above components.

Following is a description of the outcomes of this project, based on the evaluation data given in Section II of this report.

2. General Evaluative Results

Art and Music

One hundred percent of the eligible teachers have participated in some phase of HERDC in-service training. In Madison County, the number of art instructional programs has increased from 2 classrooms to 36, and the number of elementary teachers who include music in their instruction has increased from 3 to 37.

In regular classrooms and in classrooms for the disadvantaged, significant growth has occurred in cognitive, affective and psychomotor areas. Following are some of the more significant evaluative results:

Students who were tested for achievement in knowledge of basic concepts in art over a two-year period showed an average gain of 19 points on a 55-point test, for a gain of 35 percent.

The average cognitive gain over a two-year period in art history (Objective IA-2) was 34 percent.

First grade students who were tested for achievement in knowledge and comprehension of basic concepts in music (Objective IA-1) showed an average gain in one year (1971-72) from 1.25 to 4.07 on a rating scale of 1 to 5. The average percentage gain for this group was 225.6.

Fifth grade students who were given the Colwell Elementary Music Achievement Test in the spring of 1971 showed a pre-test average score of 36.7 and, one year later, a post-test score of 39.4. There was a gain of 2.7 points or 7 percent.

During the first year of this project the cognitive gain in music history and appreciation (Objective IA-2) among 4th and 5th grade students was 25 percent. During the second year, third grade students had an average pre-test score of 10.7 and an average post-test score of 20.9 of a possible 26 points, for a gain of 105.1 percent.

The average self-rating on attitude toward art activities as related to five different media was 3.0, out of a possible 5.0, the same as the average rating on achievement given by the instructor and supervisor.

In order to determine interest in relation to three different areas of music study, a preliminary survey was made among 3rd grade experimental students. Results of the interest ratings marked by the students on a 1-5 scale with 5 as highest are as follows: music notation, 4.44; knowledge about instruments, 4.39; and study about music compositions, 3.60.

Cognitive gain was as follows: music notation, 169 percent; study about music compositions, 102 percent; and study about instruments, 46 percent.

The average affective survey data for music students showed an increase from pre- to post-test of 4.14 to 4.48 or 8 percent.

From subjective examination of the data on psychomotor development in art there is indication of a direct relationship between student gain in manipulative skills and the following instructional variables: (1) teacher experience in art, (2) time allotted for art activities in the classroom, (3) teacher attitude toward art, and (4) teacher acceptance of the MERDC instructional and supervisory programs.

Students who were evaluated in psychomotor skills related to music (basic locomotion and rhythmic activities) scored an average rating of 3.07 on a rating scale of 1-5 with 5 as highest. (These students had received some instruction previous to the pre-test.) The post-test average was 3.95 with a gain of 28 percent.

Control groups with no instruction showed no gain. A comparison between experimental and control groups indicates that most students do not learn basic locomotor or rhythmic skills without instruction.

In classes for the educable mentally retarded, special materials in music and art were developed, and specific techniques were utilized with good results. Of particular note are history

and appreciation materials packets for use in junior high classes, and elementary materials and techniques for developing perceptual skills.

Use of art and music for classes of economically disadvantaged students focused on development of perceptual skills and on giving opportunity for development of a positive self-concept.

Children who are given instruction in well-balanced art and music programs tend to develop self-respect, confidence, a positive attitude for the classroom, and an inquisitiveness for learning.

Children in classrooms which do not include art and music in the curriculum, tend to exhibit behaviors which indicate boredom, disrespect for the classroom, lack of self-confidence and negative attitudes toward learning. This attitude becomes more apparent as the students get older.

Specific Learning Disabilities

Learning disabilities resource rooms were established in Harrison and Huntsville. Approximately 90 percent of the participating students showed progress in their disability areas. Those who made little progress are severely disabled upper elementary students who would probably have benefitted from instruction in a special self-contained room. Greatest progress in cognitive, affective, and psychomotor areas occur when students receive resource room instruction in the early elementary grades.

On language skills and arithmetic, over a two-year period, all SLD students in the Huntsville Resource Room gained an average of two grade levels in their disability areas, scoring an average of 83 percent on the tests administered on their highest attained grade level.

A different evaluation scheme was followed in the Harrison Resource Room; therefore, test results are stated in terms of percentage gain for each subject area. These results were as follows:

SUBJECT AREA	AVERAGE 2-YEAR GAIN
Spelling	120.47 percent
Letter Sounds	59.07 "
Perceptual Motor Skills (Visual)	9.80 "
Gross Motor Skills	59.00 "

Over a two-year period, seven Harrison SLD students made an average gain of 3.43 grade levels in composition skills and an average gain of 2.50 grade levels in reading.

A sample testing showed a gain of 9.8 percent between pre- and post-test over a two-year period on visual perceptual motor skills, and a gain of 59 percent on gross motor skills.

As an outgrowth of the SLD component of this project, a new one-year project has been funded under Title III, ESEA, for the purpose of disseminating information to schools throughout Arkansas.

In-Service Training

Significant gains in knowledge and comprehension were made by workshop participants. Attitude checklists also indicated a high degree of positive response by participants.

Workshops conducted include the following subject areas and groups of participants:

Learning Disabilities:

- Classroom Teachers
- Title I Teachers
- Supervisors
- Specialist Teachers
- Administrators
- Parents
- Aides

Educable Mentally Retarded:

- Specialist Teachers

Art:

- Classroom Teachers

Music:

- Classroom Teachers
- Specialist (music) Teachers

Evaluative ratings of cognitive achievement in these workshops showed an average score of 4.37 out of 10 possible on pre-test and 8.87 on the same test as a post-test, for a gain of 102 percent. Attitude survey forms were filled out by each participating teacher following each workshop. The average rating given by all participants on all items for all workshops was 4.31 on a 1-5 scale, with 5 as the highest possible score.

Cognitive test results of a 5-day workshop are as follows: pre-test average, 8.62 or 53.8 percent; post-test average, 14.94 or 93.4 percent.

As a result of in-service training conducted by HERDC, teachers in Madison County have become familiar with instructional uses of a wide variety of materials which previously had not been easily accessible. Subjective judgments, supported by sample testing, using the HERDC Student Self-Image Survey Form, indicate that as a result of an expanded and enriched curriculum, a majority of students have gained in self-esteem, self-confidence and self-motivation.

Classroom Visitation and Consultation

Throughout this project, the music and art supervisors have conducted regularly scheduled visits to forty-nine teachers in Madison County and in Harrison. (In Harrison, school visits were made to educationally disadvantaged and educable mentally retarded groups only.) Continued progress has been noted in the quantity and quality of art and music instructional programs for all participating groups.

Research and Development

Research projects which have been completed include:

Designs in Rhythm--booklet designed to develop visual-motor skills and music notation

Student Self-Image Survey Form

Check-list for Screening Students with Learning Disabilities

System for Evaluating Accuracy of Geometric Designs

Collection of Workshop Materials for Learning Disabilities Instruction

Some Techniques for a Multi-Sensory Approach to Teaching Math

A Revision of Sense Training and Games, by Laura Rountree Smith

Art History Briefs--a collection of materials designed for use in visual arts instruction. Visual arts concepts and visual-motor development are stressed.

Techniques for Development of Basic Fine Motor Skills

Services

Evaluation and dissemination were a continuous part of the operation of HERDC. In conjunction with the comprehensive plan of evaluation, procedures were continuously evaluated in the light of established objectives.

Dissemination was conducted through workshops, supervisors' visitation, personal contact, newspapers, radio, and newsletters. Workshops, supervision and other forms of personal contact have proven to be the most successful means of dissemination.

NOTE: For detailed evaluative data, see Section I of this report. Also, see the End of Project Period Evaluation Report which is bound separately.

TABLE IV

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER: ACTIVITIES AND SERVICES

ACTIVITIES AND SERVICES →		INSERVICE TRAINING				SUPERVISION			RESEARCH AND DEVELOPMENT			SERVICES				ADMINISTRATION		
PARTICIPANTS	SUBJECT AREAS	ART	MUSIC	LIBRARY	SLD	ART	MUSIC	SLD	ART	MUSIC	SLD	EVALUATION AND DISSEMINATION	MEDIA CENTER	DISTRIBUTION OF EQUIPMENT AND SUPPLIES	SLD SCREENING	NEEDS ASSESSMENT AND PLANNING	BUDGET PLANNING	OTHER ADMINISTRATION FUNCTIONS
SLD RESOURCE ROOMS					X	X	X	X	X	X	X	X	X	X	X			
EMR CLASSROOMS		X	X		X	X	X		X	X	X	X	X	X				
TITLE I CLASSROOMS					X	X	X		X	X	X	X	X	X	X			
REGULAR CLASSROOMS OF MADISON COUNTY		X	X			X	X		X	X		X	X	X				
LIBRARIES				X								X	X	X				
CLASSROOMS SERVED BY RESOURCE ROOMS					X							X	X		X			
OTHER CLASSROOMS												X	X		X			
ADMINISTRATIVE STAFF																X	X	X
ADVISORY BOARD																X		X
SUPERINTENDENT, SPONSORING LEA																X	X	X

III. Evaluation Instruments

A. USE AND EFFECTIVENESS

The following lists of evaluative instruments used are categorized as to the subject area to which they were applied, and divided into standardized and non-standardized lists.

All tests listed are effective for their intended purpose. The standardized tests listed are well-known by educators. It is possible to get specimen copies of these tests by writing to the publishers.

MEASURING INSTRUMENTS

Cognitive Domain

Standardized Tests:

Adapted Hejna Developmental Articulation Test
Diagnostic Spelling Test from Kottmeyer, William
"Teacher's Guide for Remedial Reading" - Webster Publishing Co., 1959
Wechsler Intelligence Scale for Children
Bender-Gestalt
Gates Oral Reading Test
A Psychoeducational Inventory of Basic Learning Abilities - Robert Valett, Ed.D. (Published but not Standardized)
Marianne Frostig Developmental Test of Visual Perception.

Non-Standardized Tests:

(Tests recommended by the Child Study Center, Medical Center, University of Arkansas, Little Rock):

Receptive Language Learning Test
Auditory Memory Language Test
Visual Expressive Test
Phonics Inventory
Reading Inventory (word list and paragraphs)
Test of Arithmetic Conceptualization and Computation
Time Relationship Concepts
Money Relationship Concepts
Measurement Relationship Concepts

(Developed by HERDC):

Identifying SLD Children
Perceptual Processes
Achievement Test Outline for SLD Students

Affective Domain

(Developed by HERDC):

Student Self-Image Survey
Attitude Survey - "What Do You Like"
Student Behavior Rating Scale
Evaluation of Specific Learning Disabilities Workshop

Psychomotor Domain

A Psychoeducational Inventory of Basic Learning Abilities - Robert Valett
Lehtinen Drawings

MEASURING INSTRUMENTS FOR ART

Cognitive Domain

Standardized Tests:

None

Non-Standardized Tests:

Survey of Artists
What I See
What I Can Tell
Art Concepts and Terminology Taught
Visual Arts Concepts and the Environment
Integrating of Art with Regular Classroom Experiences
Some Classroom Objectives in Art

Affective Domain

Student Preference Survey in Art and Art Activities
Student Self-Image Survey
Student Self-Rating Scale of Aesthetic Opinion
Student Attitude Check List in Art as Observed by Classroom Teacher

Psychomotor Domain

Children's Art Activities (drawings and paintings)
A Comparison of Mature Use of Crayon or Paint

MEASURING INSTRUMENTS FOR MUSIC

Cognitive Domain

Standardized Tests:

Colwell's Elementary Music Achievement Test
Seashore Measures of Musical Aptitudes

Non-Standardized Tests:

(Developed by HERDC):

Survey of Composers
Music Achievement Test for Students
Music Workshop Evaluation. (Cognitive)
Survey of Student Knowledge of Concepts in Music

Affective Domain

(Developed by HERDC):

Student Response to Listening
Evaluation of Music Workshop (Affective Check List)

Psychomotor Domain

(Developed by HERDC):

Rhythmic Activities Rating Sheet

B. STAFF-DEVELOPED INSTRUMENTS

Following is a list of staff-developed instruments which are recommended for further use. They are listed in table form to indicate the subject area and target groups to which they apply. Also listed is the location in the appendix where sample copies may be found.

TABLE V

STAFF-DEVELOPED TESTS AND THEIR USES

INSTRUMENT	SUBJECT USE	FOR	APPENDIX
IDENTIFYING SLD CHILDREN	Learning Disabilities	Teacher	A
SCOPE OF THE SLD PROBLEM	" "	"	B
PERCEPTUAL PROCESSES	" "	"	C
CHECK-LIST FOR PRE-SCREENING STUDENTS	" "	"	D
ACHIEVEMENT TEST OUTLINE	" "	"	E
STUDENT SELF-IMAGE SURVEY	General	Student (1-6)	F
Attitude Survey "WHAT DO YOU LIKE?"	"	Student (1-6)	G

TABLE V (Cont.)

INSTRUMENT	SUBJECT AREA	FOR	APPENDIX
STUDENT BEHAVIOR RATING SCALE	General	Student (1-6)	H
SURVEY OF ARTISTS	Art History	Student (1-6)	I
WHAT I SEE	Art	Student (3-6)	J
WHAT I CAN TELL	"	Student (3-6)	K
ART CONCEPTS AND TERMINOLOGY TAUCHT (Survey)	"	Teacher	L
VISUAL ARTS CONCEPTS AND ENVIRONMENT	Art Concepts	"	M
STUDENT PREFERENCE SURVEY	Art Activities	Student (1-6)	N
STUDENT RATING SCALE OF AESTHETIC OPINIONS	Art Aesthetics	Student (1-6)	O
STUDENT ATTITUDE CHECK LIST	Art	Teacher	P
SURVEY OF COMPOSERS	Music History	Student (1-6)	Q
MUSIC ACHIEVEMENT TEST	Music History	Student (3-12)	R
SURVEY OF STUDENT KNOWLEDGE OF CONCEPTS IN MUSIC	Music	Student (1-6)	S
RHYTHMIC ACTIVITIES RATING SHEET	Music	Student (1-6)	T
STUDENT RESPONSE TO LISTENING	Music	Student (3-6)	U
STUDENT EVALUATION OF MUSIC ACTIVITIES	Music	Student (3-6)	V

C. CHANGES MADE AS A RESULT OF EVALUATION

There were no major changes necessary in the project design; however, it was necessary to make many minor changes of activities to better meet the needs of students. Also, some testing procedures were changed to adapt to situations not previously anticipated. Following are some examples of these changes:

1. EMR classes required very special materials in order to adjust to slower learning. The sustaining of student interest evolved as a prime objective; therefore, cognitive evaluation for this group became less important than anticipated.

2. Classes of under-achievers also required special instructional techniques, due to slow learning, insufficient background, and crowded classroom conditions. As a result, special packets of materials were assembled and a handbook or guide was written for the teacher of these groups to use in providing art activities. Concentrated effort in music instruction with this group produced cognitive gains far beyond expectations.

3. Resource room teachers for SLD students discovered that they must limit their evaluation activities in order to provide the needed time for instruction. As a result, sample testing was done in some cases, while evaluation was strictly limited to disability subject-areas for each student.

4. It was discovered that the evaluation scheme for the language arts pilot project in one 5th grade classroom was too broad and required too much time. Also, there was no suitable control group that provided a good situation for comparing achievement scores. The prime objective, therefore, became the development and writing of three study units, integrating the subject matter of art, music, social studies, language arts, and career awareness.

5. Classroom teachers with over-crowded classrooms were sometimes reluctant to include art and music activities. Special devices and approaches were used by the supervisors to assist. Some of these devices worked, while others failed.

All of the above situations were discovered through various evaluative activities, without which appropriate action could not have been taken.

IV. Dissemination

A. DESCRIPTION OF DISSEMINATION ACTIVITIES

A summary of dissemination activities is presented in Table VI which lists each activity, names the person responsible, lists the adoption stages of each activity, the approach used, the emphasis on the major objective and the estimated amount of feedback received.

TABLE VI

SUMMARY OF DISSEMINATION ACTIVITIES, FY 197

DISSEMINATION ACTIVITIES	PERSONS RESPONSIBLE	ADOPTION STAGES				
		AWARE-NESS	INTEREST	EVAL-UATION	TRIAL	PARTICIPA
1. Workshops	K. Williams, C. Hofmann, Consultants	x	x	x		
2. Supervision	K. Williams, C. Hofmann			x	x	x innovato
3. Circulation through media center	Project staff and secretaries				x	x innovato
4. PTA meetings	Project staff	x	x			
5. Civic club meetings	Everett Kelley, Polly Hodges, Phyllis McGuire	x	x			
6. News media	K. Williams, C. Williams	x	x			
7. Newsletter	K. Williams, C. Williams	x	x			
8. Conferences between resource room teachers and parents				x	x	x innovato
9. Tutorial service effort	K. Williams	x	x	x	x	innovato
10. Professional meetings (demonstrations and lectures)	Project staff	x	x			
11. Cultural club meetings	Director, supervisors					x early adopters
12. Advisory committee meetings	Project staff	x	x	x	x	x innovato and ea adopte

TABLE VI

SUMMARY OF DISSEMINATION ACTIVITIES, FY 1971-72

ADOPTION STAGES					APPROACH	EMPHASIS	AMOUNT OF FEEDBACK
AWARE-NESS	INTEREST	EVAL-UATION	TRIAL	PARTICIPANTS			
x	x	x			pupil-centered	need for change and methods	5
		x	x	x innovators	pupil-centered	adoption, problem solving	5
			x	x innovators	voluntary use	serve instructional needs	3
x	x				informative	need for change	2
x	x				informative	need for change	2
x	x				informative	need for change and reports on activities	1
x	x				informative	reports on activities	1
		x	x	x innovators	informative	reports on student progress	5
x	x	x	x	innovators	ideas exchange	planning	4
x	x				informative	report on specific techniques or approaches	2
				x early adopters	study	cognitive learning, aesthetic experiences	4
x	x	x	x	x innovators and early adopters	ideas exchange	reporting, planning, evaluating	5

DISSEMINATION ACTIVITIES	PERSONS RESPONSIBLE	ADOPTION STATES				
		AWARE-NESS	INTEREST	EVALUA-TION	TRIAL	ADOP
13. Materials development	Director, supervisors			X	X	inno
14 Evaluative instruments development	Director, supervisors			X	X	inno
15. Evaluation results				X	X	inno
16. Staff meetings and conferences		X	X	X	X	inno and adop
17. Inter-office communications		X	X	X	X	inno and adop
18. Inter-school communications		X	X	X	X	inno and adop

*DEFINITION: Feedback - Information returned to the project staff in response to dissem

EVALUATION OF DISSEMINATION ACTIVITIES:

All of the dissemination activies listed above have been selected by the staff as va contributors to achievement of the project objectives. All dissemination activities use been proven effective.

Feedback can be rated more easily than actual effectiveness, as the nature of some a lend themselves to varying degrees of direct or indirect feedback. Effectiveness, on th hand, must be examined in the light of intended results. An objective evaluation would the comparison of several dissemination methods on a single category of information to b using evaluative instruments to measure the results. No such evaluative scheme was plan project; however, the staff was constantly aware of the effects of each dissemination ac on the nature and the amount of feedback that can be obtained.

ADOPTION STATES					APPROACH	EMPHASIS	AMOUNT OF FEEDBACK*
AWARE-NESS	INTEREST	EVALUA-TION	TRIAL	ADOPTION			
		X	X	innovators	problem-centered	development of usable tools	5
		X	X	innovators	problem-centered	development of usable tools	5
		X	X	innovators	informative	provide basis for adoption or non-adoption	4
X	X	X	X	X innovators and early adopters	ideas exchange	reporting - planning	5
X	X	X	X	X innovators and early adopters	informative	schedules, reports, requests, assign-ments	5
X	X	X	X	X innovators and early adopters	informative	schedules, reports,	5

ed to the project staff in response to dissemination activities.

d above have been selected by the staff as valuable objectives. All dissemination activities used have

actual effectiveness, as the nature of some activities t or indirect feedback. Effectiveness, on the other nded results. An objective evaluation would necessitate thods on a single category of information to be disseminated, results. No such evaluative scheme was planned in this aware of the effects of each dissemination activity, based hat can be obtained.

RATING SCALE:

5 = near total feedback through open discussion, person-to-person

4

3 = average

2

1 = little awareness of effects on target groups

The greatest amount of feedback came from activities in which there was personal or face-to-face contact with the target group, as all such meetings, conferences, etc., were designed to provide this feedback. Workshops and classroom visitations were the best dissemination method used to achieve the educational objectives of the project.

A booklet entitled Learning Disability Workshop Materials has been published by this center and distributed widely throughout the state, as well as in 21 other states and Canada. It contains dissemination materials developed by this project and is intended for use by teachers and administrators who are initiating instructional programs for children with specific learning disabilities. These materials were used by the center staff in demonstration-lectures during workshops. Three copies are included with this report under separate binding.

B. LIST OF SCHOOLS AFFECTED BY THIS PROJECT

Following is a list of Arkansas schools where education practices have been in some way affected as a result of information received about this project:

Arkadelphia
North Little Rock
Jonesboro
Little Rock
Paragould
Fort Smith
Huntsville
St. Paul
Kingston
Harvel
State College of Arkansas, Conway
University of Arkansas, Fayetteville
Westark Jr. College, Fort Smith

Request for information have come from the following out-of-state schools:

1. Cumberland County College
   Vineland, New Jersey

2. Special Education and Student Support Services
   Churchill School
   Homewood, Illinois

3. Upper Iowa University
   Fayette, Iowa

4. Danbury Public Schools
   Danbury, Connecticut

5. Talent Conservation Center
   Hutchinson, Minnesota

6. INTEXT Educational Development Group
   New York, New York

7. Department of Architecture
   Fargo, North Dakota

8. Diagnostic Teaching Center
   Indianapolis, Indiana

9. Charles W. Lewis School
   Blackwood, New Jersey

10. Education Service Center
    Fort Worth, Texas

11. State Department of Education
    Providence, Rhode Island

12. Arlington Public Schools
    Arlington, Virginia

13. Department of Special Education
    University of Minnesota

14. Basic Skills Improvement Project
    Chico, California

15. American Institute of Architects
Tampa, Florida

16. The Sunday School Board
Southern Baptist Convention
Nashville, Tennessee

17. President's National Advisory Council on
Supplementary Centers and Services
Washington, D. C.

18. Worldwide Education and Research Institute
Salt Lake City, Utah

19. Bureau of Education for the Handicapped
Washington, D. C.

V. Miscellaneous Information

A. CONSULTANTS

All four consultants used on this project were members of the staff of the Child Study Center, University of Arkansas Medical Center, Little Rock. This center specializes in the diagnosis and instruction of children with specific learning disabilities.

These consultants were used for the purposes of testing and screening students for assignment to the specific learning disabilities resource room, for consultation with the staff in solving problems related to establishing resource rooms, for assisting the resource room teachers in diagnostic instruction, and in helping the staff to evaluate the effectiveness of project activities as related to specific learning disabilities.

These services affected this project in the following manner: Without the testing services, it would not have been possible to establish the resource rooms, because no licensed psychologist is available in this region. Also, all of the consultants proved to be valuable sources of professional assistance which served to strengthen the efforts of this project.

The following table lists each consultant, his areas of specialization, and the types of services provided.

TABLE VII

CONSULTANTS AND
SERVICES PROVIDED TO HERDC

NAME	AREA OF SPECIALIZATION	ASSISTANCE GIVEN
Dr. Sam Clements	Executive Director, Child Study Center; Associate Professor of Psychology, U. of Ark. Medical Center	Testing; Consultation with staff members; Evaluation
Miss Jean Lukens	Educational Director, Child Study Center	Consultation with staff members concerning materials, equipment, and instruction assistance to SLD teachers in organizing instructional programs; Evaluation
Mrs. Ruth Edgington	Educational Specialist, Child Study Center	Consultation with staff: Assistance to SLD teachers in providing individualized instruction; Evaluation
Mrs. Joanna Davis	Language Specialist	Consultation with staff: Assistance to SLD teachers in providing information needed for specific problems; Evaluation

B. CONTINUATION OF PROJECT ACTIVITIES

On the basis of student success and teacher-parent acceptance of this project, the SLD Resource Room will be continued under local support in the Harrison Schools. In addition a second resource room has been added within the Harrison School system.

Due to lack of funds, the Huntsville Resource Room will be discontinued; however, acceptance of this program by the Huntsville teachers and administrators has been demonstrated by the fact that the resource room teacher was asked to conduct a series of workshops for the Huntsville teachers, helping them to develop a plan for individualized SLD instruction that can be carried on by the classroom teachers. Regardless of whether or not this plan will be carried through to successful completion, the acceptance of this program has been clearly demonstrated through this effort.

As a result of this project, art and music instruction will be continued in the classrooms of the elementary schools of Madison County. The art supervisor and director consulted with the administrators concerning the local provision for purchase of art materials, and plans have been made to do so. Also, as a part of inservice training in art, the teachers were given information about how to provide many art activities with improvised materials.

Music materials adequate for a good instructional program were permanently assigned to each teacher. In addition, supplementary audio-visuals in music were assigned to each school's library.

C. MATERIALS WHICH HAVE BEEN DEVELOPED DURING THIS PROJECT INCLUDE THE FOLLOWING:

Art Activities for the Development of Perceptual and Motor Skills. This book is made up of three sections: Art History Briefs for Underachievers; Art History Briefs for EMR Students; and Art Activities for Fine Muscle Coordination.

The Art History Briefs are based on the works of specific artists or on particular periods. Each brief focuses on teaching some visual art concepts and on developing visual-motor skills. Related activities and materials are suggested.

The section on art activities for fine muscle coordination are taken from Laura Rountree Smith's Primary Seat Work--Sense Training and Games, published by Beckley-Cardy Company of Chicago during the earlier part of this century.

The use of this book should not be limited to the instruction of underachievers and educable mentally retarded, however, as it is an excellent source of material for any group.

Collection of Workshop Materials for Learning Disabilities Instruction. This collection is made up of several different types of materials which were written and, in some cases, collected for specific instructional needs. Each item is described below. All except items 7, 8, and 12 were prepared at HERDC.

1. Workshop Schedule.
   This schedule consists primarily of a topic outline to be followed in a two-day workshop.

2. Scope of the project activities.
   This is a chart showing the organizational structure of HERDC in relation to the schools which it serves.

3. "Some Innovative Approaches to Establishing SLD Resource Rooms in Small Schools."
   This is a paper describing some of the most successful practices used by the HERDC.

4. Glossary of Terms.
   This is an adaptation of a glossary which is used at the Child Study Center. Generally, words are grouped according to usage or subject area rather than alphabetically.

5. Learning to Identify the Child with Specific Learning Disabilities.
   This is a phamphlet which provides many answers to some of the most asked questions concerning learning disabilities. It is partially adapted from a similar paper prepared by a Title III project sponsored by the Lafayette Parish School.

6. What is a Specific Learning Disability?
   Written for the purpose of explaining specific learning disabilities to the general public, this paper appeared in a newspaper and in a professional journal.

7. Transcription of a Lecture by Mrs. Charlotte Larson.
   This lecture was presented at the Child Study Center, Little Rock, in October, 1970 and is an excellent source of sound educational philosophy and practices.

8. Theoretical Rationale of the Basic Learning Abilities.
   This is an outline of the organization of learning as set forth by Valett, Bloom, Piaget, Guilford, and Hewett. This outline was prepared by Robert E. Valett in Programmed Learning Disabilities.

9. Screening Procedure for SLD students.
   This is a step-by-step description of the procedure used by HERDC for referring the child, for pre-screening, screening, placing him in a resource room, and for returning him to the regular classroom.

10. Instructions for Interpretation of SLD Pre-Screening Forms.
    This gives information about use of the check-list described in No. 11.

11. Check-list for Pre-screening Students with Specific Learning Disabilities.
    This is used by the classroom teacher in making referrals for screening.

12. Psycho-educational Diagnosis--A Derivative of Classroom Behavior: Type of Disability, Observable Classroom Behavior, and Teaching Techniques.
    This paper is written in outline form and is a practical reference particularly for the teacher who is inexperienced in teaching SLD children.

13. HERDC Library Holdings for Specific Learning Disabilities and Other Special Education Areas.
    This is a bibliography consisting of a select collection of books, all of which have much practical value.

14. Instructional Materials Needed in a Resource Room for Children with Specific Learning Disabilities (Minimum List).
    Based on practical experience, these items were listed by resource room teachers. Item, quantity, source, and approximate cost are listed.

15. Student Self-Image Survey Form.
    This form was developed for the purpose of getting student responses in which the child rates himself, relative to how other persons appear or respond to him.

16. Identifying SLD Children.
    This is a test which is useful in helping people learn to recognize behavior patterns which may be used as clues in identifying SLD children.

17. Scope of the SLD Problem, from the Viewpoint of the Child, the Teacher, the Parent, and the Specialist.
    This is a test which was designed to stress the types of problems which usually occur in relation to students with unidentified learning disabilities.

18. Perceptual Processes.
    This is a test to be used in a review of some of the basic perceptual processes.

Designs in Rhythm. This is a book which was designed for use in developing visual motor skills or in teaching music notation. It has proven to be useful in classroom situations.

Some Techniques for a Multi-Sensory Approach to Teaching Math. These techniques have proven to be practical; however, a method book would have to be written in order for these techniques to be disseminated.

Suggested Resources for Environmental Education. This is a list of audio-visuals and books which are related to (1) environmental awareness and to (2) art activities which require the use of waste materials.

System for Evaluating Accuracy of Geometric Designs. This system is useful for making a judgment concerning student progress in visual motor activities.

Techniques for Developing Basic Fine-Motor Skills. In the experimental work which was done with these techniques, they appear to be of value. In order for their use to be practical, however, film loops should be made.

Professional Holdings in Special Education, Learning Disabilities, and General Education. This book is a supplement to the library catalog which was compiled during a previous Title III project. All materials listed are highly select and are recommended for their intended purpose.

Included in these listings are books, pamphlets, periodicals, articles, bulletins, reports, government publications, tests, references, and catalogs on the following subjects: special education, general education, the gifted, psychology, art and music.

Audio-visuals include materials in art, music, language arts, and social studies.

VI. Staff

Clarence Williams, DIRECTOR.
Dr. Williams will continue as director of the HERDC Dissemination Project which is scheduled to operate state-wide for one year. He will also serve as director of a planning project entitled "Exemplary Project for the Gifted."

Katala Williams, MUSIC SUPERVISOR.
Dr. Williams will serve as coordinator for both the state-wide dissemination project and the project for the gifted.

Carolyn Hofmann, ART SUPERVISOR.
Miss Hofmann has gone on an extended trip to Europe. Her contract was terminated June 30, 1972.

Polly Hodges, RESOURCE ROOM TEACHER, Harrison
Mrs. Hodges will be employed locally and will continue to be the SLD resource room teacher at Woodland Heights Elementary School, Harrison. She will also serve part-time as a member of the state-wide dissemination project staff.

Phyllis McGuire, RESOURCE ROOM TEACHER, Huntsville.
Mrs. McGuire will be employed as a regular elementary classroom teacher at Eureka Springs, Arkansas, and will also serve part-time as a member of the state-wide dissemination project staff.

Allene Loiler, SECRETARY.
Mrs. Loiler will continue to serve as secretary for the state-wide dissemination project.

Junette Clayborn, SECRETARY.
Mrs. Clayborn, who resigned in January, 1972 to complete her BA degree in education, will return as secretary to the director.

VII. Inventory

Following is an inventory list of all equipment costing $50 or more that was purchased during FY 1971 and 1972. Also included are signed statements to certify that all Title III equipment in the possession of Harrison and Huntsville School Districts will continue to be used for its designated purpose.

A list of equipment and supplies checked out to the Huntsville schools in included as Appendix X.

The disposition of all other equipment and supplies purchased for this project is shown in the QUANTITATIVE DISTRIBUTION OF EQUIPMENT AND INSERVICE TRAINING, five copies of which will be submitted with this report.

Harrison School District #1 School District

NOTE: ALL ITEMS PURCHASED WITH ESEA TITLE III FUNDS COSTING $50.00 OR MORE PER UNIT MUST BE LISTED; OTHER ITEMS MAY BE LISTED.

IDENTIFICATION NO.	DESCRIPTION	UNIT COST	DATE OF ACQUISITION	ASSIGNED TO	DATE OF ASSIGNMENT	TRANSFERRED TO	DATE OF TRANSFER	DATE AND MANNER OF FINAL DISPOSAL
	Consultant's Parquetry Kit	85.00	7-6-70	McGuire	9-70	HERDC	6-72	
	TUTOR TAPES: Tapes	350.00	10-10-70	HERDC	10-10-70			
	Books	94.00	"	"	"	(8 sets @ 11.75 a set = 94.00)		
	File Cabinet	68.02	10-8-70	McGuire	9-70			
	" "	68.02	"	Hodges	"			
37833	Record Player	54.56		"	"			
10774		55.00	2-15-71	HERDC	2-15-71			
39091		54.56		Jones Huntsv	10-16-70			
2493		52.00		Libr.	5-22-72			
10949		55.00		Logue	1-5-71			
28582		56.00		Mont.	8-26-70			
10808		55.00		Parker	2-2-71			
10797		55.00		Taule	1-5-71			
10825		55.00		Theis	11-19-70			
29067		56.00		Kings. Dove	9-24-71			
2496		52.00		St. Paul Bostick	9-24-70			
10824		55.00		Hughey	2-15-71			
39099		54.56		Wood	9-24-70			
10535		55.00		Myrah	2-15-71			
39112		54.56		Williams	9-24-70			
	Sony Cassette Tape Recorder	133.62	11-4-70	HERDC	11-4-70			
	Fs. & record set	69.10	3-4-71	"	3-4-71			
P. O. #7	Tone Bells	52.35	6-3-71	Kings.	9-71			
"	" "	52.35	"	Huntsv.	"			
	CORONET visuals	55.50	5-15-71	HERDC	5-15-71			
	Fs. & record set	55.50	6-11-71	"	"			
P. O. #8	Tape recorder	369.14	3-29-71	"	3-29-71			
" "	" "	297.11	"	"	"			
" "	Cassette Tape Recorder	131.81	"	Hodges	9-71			
" "	Filmstrip projector	115.84	"	"	"			

Harrison School District

NOTE: ALL ITEMS PURCHASED WITH ESEA TITLE III FUNDS COSTING $50.00 OR MORE PER UNIT MUST BE LISTED; OTHER ITEMS MAY BE LISTED.

IDENTIFICATION NO.	DESCRIPTION	UNIT COST	DATE OF ACQUISITION	ASSIGNED TO	DATE OF ASSIGNMENT	TRANSFERRED TO	DATE OF TRANSFER	DATE AND MANNER OF FINAL DISPOSAL
P.O. 29	3 DLM Sensorithmetic Sets	72.00	8/1971	Hodges	8/1971			
		72.00	8/1971	McGuire	8/1971			
		72.00	8/1971	Forest & Skyline	8/1971			
P.O. 43	1 Auditory-Perception Tapes	93.60	8/1971	Hodges & McGuire	8/1971			
P.O. 66	1 Frostig Remediation Program	98.62	8/1971	HERDC Library	8/1971			
P.O. 73	3 Workshop Kits (Open Court)	93.60	8/1971	Hodges	8/1971			
		93.60	8/1971	McGuire	8/1971			
		93.60	8/1971	Forest & Skyline	8/1971			
P.O. 129	3 Bowmar Orchestral Library	69.20	1/1972	Huntsv.	1/1972			
		69.20	1/1972	Kings.	1/1972			
		69.20	1/1972	St.Paul	1/1972			
P.O. 136	2 Pathways to Music, 8fs., 4 records	64.00	1/1972	Hunts.	1/1972			
		64.00	1/1972	Kings.	1/1972			
				St.Paul	1/1972			
P.O. 148	1 Self Development Computor	159.00	1/1972	Skyline	1/1972			

CERTIFICATE

This is to certify that equipment acquired for use in this project shall be used during the expected useful life of the equipment for purposes established for Title III, continually for purposes clearly within the Administrator's Manual, Title III, ESEA, U. S. Department of Health, Education and Welfare, Office of Education, 1971.

A copy of the regulations is on file in the office of the superintendent of schools.

E T Shuffield

E. T. Shuffield, Superintendent of Schools

Harrison School District #1

School District and Number

August 25, 1972

Date

Huntsville Schools
OFFICE OF THE SUPERINTENDENT
PHONE 738-2888
Huntsville, Arkansas
72740

May 5, 1972

Harrison Educational Research and
Development Center
School Administration Building
Harrison Arkansas

Gentlemen:

Attached are two lists of ESEA, Title III, equipment, instructional materials and supplies issued to Watson Elementary School of the Huntsville Schools in Huntsville, Arkansas.

One of the lists of ESEA, Title III, equipment, instructional materials, and supplies were issued to the Specific Learning Disabilities Resource Room in Watson Elementary School. In view of the fact that the program is being phased out at the end of this school year, for next year we are making plans to continue the use of these materials for the same purpose that they were designed for classrooms by the individual classroom teacher.

Mrs. Phyllis McGuire is, at the present time conducting a workshop to train the individual classroom teacher how to use the materials and equipment. The workshop is conducted three times per week in the Learning Disabilities Resource Room. We plan to store the materials in a small room and have a system of checking them out to the individual teacher as she has need for them.

The other list of ESEA, Title III equipment and supplies were issued to individual classroom teachers of Watson Elementary School, Huntsville, Arkansas for the instruction of music and art. Dr. Clarence Williams, Dr. Katala Williams, and Miss Carolyn Hoffman did a fine job helping the teachers in the classroom with the art and music program.

Huntsville Schools

OFFICE OF THE SUPERINTENDENT

PHONE 738-2559

Huntsville, Arkansas

72740

The teachers feel that the training they received from Drs. Williams and Miss Hoffman will enable them to continue a good music and art program. The materials and equipment will continue to be used by the teachers to whom they were issued.

We are indeed grateful for the service received from the Harrison Educational Research and Development Center the past two years and we hope that Watson Elementary School will be allowed the continued use of the materials and equipment as we have planned.

Sincerely,

C. L. Easterling

Principal

Wayne Robertson

Superintendent

PART III

FINANCIAL

END OF PROJECT PERIOD FINANCIAL REPORT
TITLE III, ESEA

Agency's Name And Address
HARRISON SCHOOL DISTRICT # 1
HARRISON, ARKANSAS 72601

Project Number(s) *13-70-006-01*

Project Period: Beginning *July 1, 1971* Ending *June 30, 1972*

PART I - EXPENDITURES **EXPENDITURES**

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							
FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS & SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
ADMINISTRATION	100	17,100	5,183		2,217	448		172	25,120
INSTRUCTION	200	41,353	4,481	3,200	4,721	1,365		1,278	56,398
ATTENDANCE SERVICES	300								
HEALTH SERVICES	400								
PUPIL TRANSPORTATION SERVICES	500								
OPERATION OF PLANT	600		1,300		155			1,982	3,437
MAINTENANCE OF PLANT	700			350	293				643
FIXED CHARGES (Except 830)	800							8,675	8,675
LEASING OF FACILITIES	830								
FOOD SERVICES	900								
STUDENT-BODY ACTIVITY	1000								
COMMUNITY SERVICES	1100								
IMPROVEMENT TO SITES	1210C								
REMODELING ($2000 or less)	1220C								727
CAPITAL OUTLAY (Equip only)	1230						727		
TOTAL		58,453	10,964	3,550	7,386	1,813	727	12,107	95,000

PART II - CUMULATIVE TOTALS - GRANT AWARDS: $ 95,000 ; CASH RECEIVED: $ 95,000

PART III - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

A. PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	EXPENDITURES
EMR	$
TMR	$ 6,200
HI	$
DEAF	$
SI	$
VI	$
ED	$
CR	$
LD	$ 72,000
OB	$
OHI	$
TOTAL	$ 78,200

B. PROJECT EXPENDITURES IN SPECIAL CATEGORIES

CATEGORY	EXPENDITURES
INSERVICE TRAINING OF STAFF (including such costs as travel, equipment, salaries, tuition, etc.)	$
PARENT SERVICES	$
MODEL CITIES AREA PROJECT ACTIVITIES	$
PRESCHOOL PROJECT ACTIVITIES	$
KINDERGARTEN PROJECT ACTIVITIES	$
TOTAL	$

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN WERE INCURRED DURING THE LIFE OF THE PROJECT.

E. T. Shuffield — SIGNATURE OF PROJECT FISCAL OFFICER
August 25, 1972 — DATE

Clarence R. Williams — SIGNATURE OF PROJECT DIRECTOR
August 25, 1972 — DATE

APPENDIXES

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
ESEA TITLE III PROJECT
HARRISON SCHOOL DISTRICT #1
HARRISON, ARKANSAS

TEST NO. 1

NAME_____

DATE_____

SCORE_____POSSIBLE_____

Percentage Score_____

IDENTIFYING SLD CHILDREN

A child with average or above I. Q. might be unable to achieve up to expectation in specific areas of study. Such a child is said to have specific learning disabilities.

Some of the behavior patterns listed below may be used as clues in identifying SLD children. * Check only the items that are typical of SLD children.

☐ 1. Is hyperactive.

☐ 2. Is easily distracted.

☐ 3. Has an abnormal appetite.

☐ 4. Has coordination problems.

☐ 5. Has a good sense of humor.

☐ 6. Is hypoactive.

☐ 7. Has perceptual deficits (difficulty understanding part-whole relationships).

☐ 8. Has a poor home environment.

☐ 9. Is mentally retarded.

☐ 10. Shows normal intelligence in reasoning and discussion.

☐ 11. Achievement is average or above in some areas, but below grade level in one or more subjects in language skills or conceptual skills.

☐ 12. Likes to draw or color.

☐ 13. Has difficulty understanding and carrying out instructions.

☐ 14. Is emotionally disturbed.

☐ 15. Has difficulty tying his shoes.

☐ 16. Can express himself orally, but not in writing.

☐ 17. Reverses numbers or letters frequently.

☐ 18. Is out of his seat much of the time.

☐ 19. Frequently talks about his home and family.

☐ 20. Has difficulty distinguishing difference in direction or right from left.

☐ 21. Cannot achieve well in any subject.

☐ 22. Handwriting is sloppy, spidery, difficult to read.

☐ 23. His clothing indicates that he is from an economically deprived home.

☐ 24. Has short attention span.

☐ 25. Dislikes school.

☐ 26. Other children dislike him.

☐ 27. Rotates his paper frequently while writing.

☐ 28. Is physically handicapped.

☐ 29. Is cruel to other children.

☐ 30. Is allergic.

☐ 31. Has poor visual or auditory acuity.

☐ 32. Makes frequent trips to the restroom.

* NOTE: No child will possess all of the behavior patterns typical of SLD children.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
ESEA TITLE III PROJECT
HARRISON SCHOOL DISTRICT #1
HARRISON, ARKANSAS

TEST NO. 2

NAME_____

DATE_____

SCORE_____POSSIBLE_____

Percentage Score_____

SCOPE OF THE SLD PROBLEM FROM THE VIEWPOINT OF THE CHILD, THE TEACHER, THE PARENT, AND THE SPECIALIST

1. It is inevitable that the SLD child will become painfully aware of his learning difficulties and that this awareness will affect his behavior.

   How is the SLD child likely to react to his failures in the classroom?

   Check the correct statements:

   ☐ a. He will never show outward signs of concern.

   ☐ b. He might become fidgety or nervous.

   ☐ c. He might become ashamed of his inability.

   ☐ d. He might avoid competition in his disability areas.

   ☐ e. He is likely to overcome his learning disabilities by putting forth extra effort.

   ☐ f. He might give up easily, even on simple tasks, and appear not to care.

   ☐ g. None of the above are true statements.

2. There are several common misconceptions among teachers about SLD children. In the following list, some of these misconceptions are mixed with true statements.

Which of the following are <u>correct</u> statements about the SLD child?

- ☐ a. The child could learn if he would try harder.
- ☐ b. The child's only problem is that he is too fidgety to settle down and do his work.
- ☐ c. The child who is always out of his seat is trying to be mischievous to attract attention.
- ☐ d. The child has ability to reason.
- ☐ e. The child's learning disabilities are due to perceptual deficits.
- ☐ f. The child is mentally retarded.
- ☐ g. The child fails to follow instructions because he will not pay attention.
- ☐ h. Stern discipline and more repetition will finally help this child to achieve.
- ☐ i. The child's nervousness and irritability might be a result of his concern about his own failure.
- ☐ j. His home background is responsible for his failure in school.
- ☐ k. Development of a positive, self-concept is important to his further success.
- ☐ l. His teachers in earlier grades were incapable, for they failed to train him in the basic language skills.
- ☐ m. It is important that this child experiences success frequently and is not made to appear stupid before his peers.

3. Many parents of SLD children realize that their child is having learning difficulties, but they often misunderstand the cause of the child's failures. In the following list, some common misconceptions are mixed with true statements about SLD children.

From this list, select the correct statements regarding the child with specific learning disabilities:

☐ a. The teacher is incapable.

☐ b. The child has a perceptual deficit.

☐ c. The child is lazy.

☐ d. The parents have failed to discipline the child properly.

☐ e. The child's visual or auditory acuity is normal.

☐ f. The parents of such a child are incapable of having normal children.

☐ g. The parents are to blame because of the way they treated the child when he was a baby.

☐ h. The parents are in no way to blame for the child's learning disability.

4. There are many misconceptions among parents and teachers as to what can be achieved through instruction of SLD children. In the following list, some of these misconceptions are mixed with true statements about SLD children.

From the following list, select the correct statements regarding instruction:

☐ a. The child's perceptive deficits are caused by an organic condition which cannot be corrected by instructional techniques.

☐ b. A child's perceptual deficits might improve with maturity.

☐ c. Through individualized instruction, it is possible to find ways of by-passing perceptual deficits through multi-sensory learning.

☐ d. SLD children have a much better chance of improvement if they receive specialized instruction in the primary grades, rather than in later years.

☐ e. SLD children can never achieve up to grade level, regardless of the kind of instruction received.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
ESEA TITLE III PROJECT
HARRISON SCHOOL DISTRICT #1
HARRISON, ARKANSAS

TEST NO. 3

NAME_____

DATE_____

SCORE_____ POSSIBLE_____

Percentage Score_____

PERCEPTUAL PROCESSES

Each of the questions and commands below may be classified by matching it with one of the following perceptual processes:

Place the appropriate letter in each blank:

A. Time perception

B. Space perception

C. Coordination

D. Auditory perception

E. Visual perception

F. Laterality-Directionality

_____ 1. Pick out the tacks with the white heads.

_____ 2. Listen to the sounds outside on the playground.

_____ 3. Throw the ball high.

_____ 4. What day is this?

_____ 5. Can you reach the light switch from here?

_____ 6. Can you throw the ball across the street?

_____ 7. Work the first column of problems.

_____ 8. Jump to your right.

_____ 9. Skip the rope.

_____ 10. Which watch ticks louder?

_____ 11. Go outside and play five minutes.

_____ 12. How far can you walk in ten steps?

_____ 13. Pat your foot and snap your fingers.

_____ 14. How long is it 'till Christmas?

_____ 15. Put the red papers in one stack and the green ones in another.

_____ 16. Take all of the square cards, put them into the large envelopes, and stack them neatly in the cardboard box.

_____ 17. Play quietly.

_____ 18. Play the drums.

_____ 19. When will you be finished with your work?

_____ 20. How many chairs can you place between your chair and the wall?

_____ 21. Are you as big as your brother?

_____ 22. Tiptoe.

_____ 23. Go to the shelf and bring me the little red book.

_____ 24. Don't bang the door.

_____ 25. Who is wearing the prettiest dress?

_____ 26. Are your fingernails clean?

_____ 27. Come to my house tomorrow.

_____ 28. Dribble the ball.

_____ 29. Write your name in the upper right-hand corner of your paper.

_____ 30. What kind of bird do you hear?

_____ 31. Put your book under your chair.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

INSTRUCTIONS FOR INTERPRETATION OF SLD PRE-SCREENING FORM

1. This form is intended for use in pre-screening only.

2. An I. Q. score of 90 or above, plus low achievement (one or two years below grade level) in language or concept (numerical) skills are considered prime requisites for recommendation for further testing.

3. No student will possess all of the characteristics described on this form. The different combinations possible are almost limitless.

4. If a student is failing to achieve up to grade level, but possesses average or above intelligence, some of the behavioral patterns described on this form are likely to be apparent to the teacher. The teacher should check each item that applies, and write a brief narrative describing the child's personality and academic problem.

5. Any child who has average or above intelligence, but is not achieving up to expectation, should be recommended for psychological testing, especially if several of the behavior patterns listed in this form are apparent.

6. Psychological testing and interpretation of test results must be done by qualified, licensed personnel. The psychological examiner will make specific recommendations in educational terms which can be translated into resource room instruction by a qualified learning disabilities specialist.

7. Since I. Q. scores are not absolute indicators of intelligence, students with I. Q. scores in the 80's might be recommended for testing; however, pre-screening should seek out the students most likely to qualify for and benefit from learning disabilities instruction. No attempt should be made to test all students indiscriminately, as testing services are expensive.

8. The purpose of this form is to help school personnel in efficient use of their funds for psychological screening.

9. For assistance in contracting the services of qualified persons to assist in pre-screening, psychological testing, and instruction, contact Mr. Tom Hicks, Department of Special Education, Arkansas Department of Education, Arch Ford Building, Little Rock.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
ESEA TITLE III PROJECT
HARRISON SCHOOL DISTRICT #1
HARRISON, ARKANSAS

CHECK LIST FOR SCREENING STUDENTS WITH LEARNING DIFFICULTIES

Child's Name:_____ Current Grade Placement_____

Date of Birth:_____ School:_____

IQ score_____ Date Administered_____

Achievement Test Scores:

TEST	DATE ADMINISTERED	SCORES IN GRADE EQUIVALENTS (GIVE SCORE FOR EACH PART OF TEST)

Check each descriptive term that is typical of this child:

GENERAL CHECK LIST

( ) Is hyperactive (overly active, out of his seat much of the time)
( ) Is fidgety (shows nervous habits, twists in seat much of the time, always moving his foot or playing with pencil, etc.)
( ) Is overly sensitive (easily moved to tears or anger, very changable in emotions)
( ) Is impulsive (usually acts before he thinks)
( ) Has short attention span (has difficulty taking in instructions, paying attention)
( ) Is distractable (highly sensitive to noise or sights that pull attention from the work at hand; short attention span)
( ) Has gross coordination problems: (Awkward in walking, running, etc.; accident prone)

( ) Has fine coordination problems: (awkward in writing, cutting, or other motor acts)
( ) Is hypoactive (slow moving, underactive, talks or thinks slowly)
( ) Has perceptual deficits (difficulty taking in information and in understanding part-whole relationships.
( ) Is physically handicapped (Describe:_____

_____

CLASSROOM PERFORMANCE

( ) Has difficulty distinguishing difference in direction or right from left
( ) Rotates his paper frequently while writing
( ) Breaks his pencil frequently while writing
( ) Writes with either hand
( ) Has a fisted or unusual pencil grasp
( ) Handwriting is spidery, excessively sloppy, or quite difficult to read
( ) Reverses numbers or letters frequently
( ) Skips words or re-reads
( ) Moves his lips while reading to himself
( ) Has difficulty in remembering what (s)he has read
( ) Has difficulty remembering, identifying, and reproducing basic geometric forms
( ) Has difficulty with sequential concepts
( ) Tries to dominate classroom discussions
( ) Seldom or never responds in class discussions
( ) Gives up easily, even on simple tasks
( ) Can express himself orally, but not in writing
( ) Shows normal intelligence in reasoning and discussion, but has difficulty in one or more areas of performance
( ) Has difficulty with
  a. reading
  b. writing
  c. arithmetic
  d. speaking
  e. spelling

VISUAL PROBLEMS

( ) Has an eye that turns (up), (down), (in), (out) independently of the movement of his other eye
( ) Has: reddened eyes
watering eyes
encrusted eyes
frequent styes
( ) Blinks excessively
( ) Rubs his eyes frequently
( ) Covers one eye when reading
( ) Complains of frequent (headaches), (nausea), (dizziness)

( ) Frowns or squints while reading or doing blackboard work
( ) Uses a finger or marker to guide his eyes while reading
( ) Moves or tilts head while reading or writing
( ) Other _____

AUDITORY PROBLEMS

( ) Does not respond readily to verbal instructions
( ) Misinterprets verbal instructions
( ) Turns head to one side when listening
( ) Leans forward when listening
( ) Pulls ear lobes frequently
( ) Complains of frequent ear ache
( ) Appears not to be listening to verbal instructions
( ) Frequently asks the teacher to repeat instructions
( ) Shows confusion of similar words and sounds
( ) Other _____

MOTOR PROBLEMS

( ) Seems unusually awkward and clumsy
( ) Has poor hand-eye coordination
( ) Has problems going up and down stairs
( ) Has difficulty throwing or catching a ball
( ) Has difficulty buttoning or unbuttoning clothing
( ) Has a problem tying his shoes
( ) Other_____

Briefly describe this child's personality as you see him (What is he like?):

_____

_____

_____

_____

Describe his academic problem:_____

_____

_____

_____

_____

Teacher's Name

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

ACHIEVEMENT TEST OUTLINE FOR SLD STUDENTS

STUDENT'S NAME_____

AGE_____

PARENT_____

ADDRESS_____

SCHOOL_____GRADE_____

SEPTEMBER SAMPLES	MAY SAMPLES
Reading Achievement Test Score: Silent Reading_____ Oral Reading_____	Reading Achievement Test Score: Silent Reading_____ Oral Reading_____
Writing Lesson: Have each child write alphabet on unruled paper. If he cannot write it by memory, let him copy. Note whether or not he must copy. Keep paper.	Have each child write alphabet by memory if possible. If not, let him copy. Note whether or not he must copy. Keep paper.
Time Concepts: Give test (furnished by HERDC) Keep test papers for later comparisons.	Use same test and keep test papers.
Spelling: Keep sample of child's writing on spelling test based on words taken from child's reading test. Keep the paper.	Keep sample of child's writing on spelling test. Same list of words as used in September. Keep the paper.
Expressive Language and Writing: Have child look at a picture and write a story. (Allow even the non-writers to make an effort.) Keep the paper for later comparison.	Have the child write a story about the same picture used in September. Keep the paper for comparison.

Fine Visual-Motor Coordination:
Let the child copy the following:

1. From the chalk board
2. From a paper on his desk

Keep sample of first effort.

Repeat the same test in May. Keep samples for comparison.

Math Concepts:
Use test furnished by HERDC
Keep papers for later comparison.

Repeat the same test in May. Keep samples for comparison.

Gross Motor Coordination:
Rate each child on a scale of 5, 4, 3, 2, 1 (5 = highest rank) on the following:

1. Hopping
2. Skipping
3. Throwing and catching a ball

Keep rating for later comparison.

Repeat same test in May. Keep ratings for comparison.

September Rating Scale:					
Hopping (either foot)	5	4	3	2	1
Skipping	5	4	3	2	1
Throwing a ball	5	4	3	2	1
Catching a ball	5	4	3	2	1

May Rating Scale:					
Hopping (either foot)	5	4	3	2	1
Skipping	5	4	3	2	1
Throwing a ball	5	4	3	2	1
Catching a ball	5	4	3	2	1

Auditory Memory and Sequencing:
Make written notation of what errors occur.

1. Repeat after me: 8, 12, 1 (entire series)
2. Repeat after me: 6, 9, 1, 4 (entire series)
3. Repeat after me: 7, 5, 2, 1, 6 (entire series)

Repeat same test in May. Make written notation of what errors occur.

1.

2.

3.

Auditory Memory and Sequencing, Cont'd:
Make written notation of what errors occur.

Repeat after me:
1. House, car, dog
   (entire series)
2. Window, doll, creek, lady
   (entire series)
3. School, pillow, across, paper, jump
   (entire series)

Repeat same test in May. Make written notation of what errors occur.

1.

2.

3.

Auditory-Vocal Association:
Make written notation of what errors occur.

What's wrong with these sentences?
1. The sound of the flowers made the room smell sweet.

2. The car had two arms and two legs.

3. Our Safeway store sells oranges for 5¢ each or 2 for 11¢.

Repeat same test in May. Make written notation of what errors occur.

1.

2.

3.

Laterality:
Make a written observation as to whether child uses right or left side.

Hand me that pencil.	R - L
Tear this paper in two.	R - L
Write your name.	R - L
Hop on one foot.	R - L
Pretend you are kicking a ball.	R - L
Use your pencil and pretend you are aiming a gun. Close one eye.	R - L

Repeat same test in May. Make a written observation as to whether child uses right or left side.

Hand me that pencil.	R - L
Tear this paper in two.	R - L
Write your name.	R - L
Hop on one foot.	R - L
Pretend you are kicking a ball.	R - L
Use your pencil and pretend you are aiming a gun. Close one eye.	R - L

Directionality:
Make a written observation if any errors occur.

1. Put your pencil on top of the paper.
2. Put your pencil under the paper.
3. Put your pencil on the upper right hand corner of the paper.
4. Put your pencil on the lower left hand corner of the paper.
5. Point to the north, the south, the east, the west.

Repeat same test in May. Make a written observation if any errors occur.

1.
2.
3.
4.
5.

MATH CONCEPTS

Write by 1's the numbers from 1-22.

Write the numbers 0-22 by 2's.

Draw a circle around the larger of each pair of numbers.

2	10	8	3
32	64	18	15
23	21		

MATH CONCEPTS (cont'd)

Solve the following:

$5 + 8 =$

$6 + 10 =$

$8 - 5 =$

$7 - 3 =$

$$\begin{array}{r} 11 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +6 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -5 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

MATH CONCEPTS (cont'd)

$3 \times 5 =$

$2 \times 4 =$

$8 \div 4 =$

$6 \div 3 =$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$5\overline{)20}$

$6\overline{)24}$

$8\overline{)27}$

$2\overline{)13}$

How would you divide nine pieces of candy among 3 boys so that each boy would have the same number of pieces? Pretend that each circle is a piece of candy and draw a circle around the number of pieces each boy would receive:

o o o o o o o o o

TIME CONCEPTS

My name is _____.

Today is (day of week) _____.

Yesterday was (day of week) _____.

Christmas comes in the month of _____.

My birthday is (month) _____ (date) _____.

Next month will be the month of _____.

School begins at (time) _____.

When do we eat breakfast? (Mark one):

_____ Morning

_____ Noon

_____ Evening

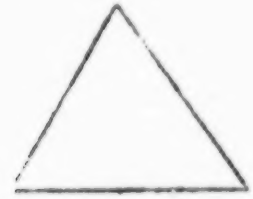
When do we leave home to go to school?

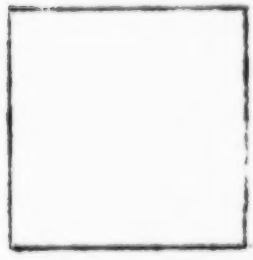
_____ Morning

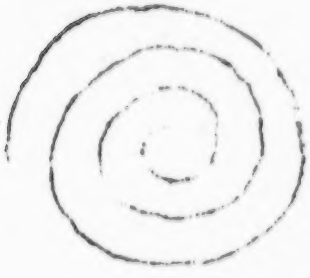
_____ Afternoon

_____ Night

Copy the following:







HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT SELF-IMAGE SURVEY

The attached STUDENT SELF-IMAGE SURVEY, developed by the Harrison Educational Research and Development Center, aims at getting student responses to items stated in positive terms. All items are focused on characteristics on which the student may rate himself, relative to how other persons appear or respond to him. He rates himself on such general questions as (1) How am I? (2) How well do I do? (3) How do I look? and (4) Do people like me? All items aim at personal qualities that most children wish to possess.

HERDC is interested in discovering which items on this form correlate most closely with academic achievement and popularity with peers. Results have not been tabulated.

The HERDC staff has discovered that most students enjoy marking the form, and parents are especially interested in the results.

You may reproduce this form and use it in any way that you wish. May we hear from you on the results? We would be interested in the information requested on the following page:

Appendix F

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON ARKANSAS 72601

STUDENT SELF-IMAGE SURVEY

1. I am neat and clean

very neat				dirty and untidy
5	4	3	2	1

2. I like the clothes I wear

very much				not at all
5	4	3	2	1

3. I am happy and cheerful

very cheerful				grouchy
5	4	3	2	1

4. I am good looking (pretty)

very good looking				ugly
5	4	3	2	1

5. I am good to other people

very kind, considerate				hateful
5	4	3	2	1

6. I am smart

very smart				stupid
5	4	3	2	1

7. I am brave

never afraid				always afraid
5	4	3	2	1

8. I am healthy

never sick				sick most of the time
5	4	3	2	1

9. I am strong

very strong				very weak
5	4	3	2	1

10. Other children like me

very much				they dislike me
5	4	3	2	1

11. Grown-ups like me

very much				they dislike me
5	4	3	2	1

12. I am a leader

others follow my suggestions				nobody listens to me
5	4	3	2	1

13. I am good in games and sports

often win				clumsy, always lose
5	4	3	2	1

14. When I grow up, I will be famous

very famous				not famous at all
5	4	3	2	1

* TEST RESULTS: STUDENT SELF-IMAGE SURVEY

Grade level_____

School_____

No. of Students Tested_____

Average score,
All Items Included_____

The test is beneficial_____

The test is not beneficial_____

Comments:

* If you wish, you may fill in the information requested on this sheet and send it to Harrison Educational Research and Development Center, School Administration Building, Harrison, Arkansas 72601

Appendix G

STUDENT'S NAME_____ AGE_____ GRADE_____

TEACHER'S NAME_____ DATE_____

SCHOOL_____

WHAT DO YOU LIKE?

	ALWAYS	USUALLY	SOMETIMES	NOT VERY OFTEN	NEVER
Do you like school?	☐ YES	☐	☐	☐	☐ NO
Do you like for the teacher to ask you to erase the board or empty the waste basket?	☐	☐	☐	☐	☐
Would you like for the teacher to ask you to take a note to another teacher?	☐	☐	☐	☐	☐
Do you like for the teacher to ask you questions in class?	☐	☐	☐	☐	☐
Do you like to do your own school work without help from the teacher?	☐	☐	☐	☐	☐
Do you like to talk to the class?	☐	☐	☐	☐	☐
If the teacher asks you a question and you give the wrong answer, do you raise your hand on the next question?	☐	☐	☐	☐	☐

	ALWAYS	USUALLY	SOMETIMES	NOT VERY OFTEN	NEVER
Do you talk to the teacher the same amount of time as the other students in your room?	☐ YES	☐	☐	☐	☐ NO
Do you listen carefully to others in class without interrupting?	☐	☐	☐	☐	☐
Are you a good sport when you play with other children at recess?	☐	☐	☐	☐	☐
Do other children like you?	☐	☐	☐	☐	☐
Do you like to play running, throwing and jumping games?	☐	☐	☐	☐	☐
Do you like to draw and color?	☐	☐	☐	☐	☐
Do you like to play games with people who can beat you?	☐	☐	☐	☐	☐
Do you like to do your art work (drawing and coloring) without help from the teacher?	☐	☐	☐	☐	☐
Do you ever decide what games you and your friends should play during recess?	☐	☐	☐	☐	☐
Do you think you can do as well in team sports (basketball, baseball, or other) as most of your friends?	☐	☐	☐	☐	☐

STUDENT BEHAVIOR RATING SCALE FOR GRADES 1-6

STUDENT'S NAME _____ AGE _____ GRADE _____

TEACHER'S NAME _____ SCHOOL _____

DATE _____ SCORE _____

TO THE TEACHER: Please read carefully.

This scale is to be used as a measure of what the teacher thinks of a specific student's confidence in his own ability in the classroom and on the schoolground, as judged by his outward behavior.

In the construction of this check-list, an attempt has been made to include only items suggestive of behavioral patterns that might reflect a student's confidence level or a student's attitude toward his own abilities in relation to the abilities of his peers.

Reliability of this scale depends upon strict adherence to the following guide:

1. Ratings should be based on the student's most recent behavior observed by you, i.e., over the past four to six weeks.
2. Compare the student with students in your classroom whom you consider to be average.
3. Rely entirely on your own judgement.
4. Consider each question independent of other questions, even if there seems to be contradictory behavior.
5. Ratings should be based on outward behavior of the child. Do not try to interpret inward feelings.
6. Make use of the full range offered by the 1-5 scale.
7. Rate each item by circling the appropriate number. Also check the appropriate boxes. Do not omit any items.
8. Do not use this form for children with physical handicaps.

5 = highest
4
3 = average
2
1 = lowest

AFFECTIVE BEHAVIOR

1. Behavior in Relation to Classroom Tasks

a. Attends school regularly. 5 4 3 2 1

5 = misses no school
3 = misses 2-4 days per six-week period
1 = misses 10 or more days per six-week period

b. Is willing to accept responsibility of individually assigned tasks. 5 4 3 2 1

5 = readily accepts assigned tasks or volunteers
3 = average
2 or 1 = is timid ☐

is fearful ☐

openly refuses ☐

other_____ ☐

c. Has confidence in own ability to do unfamiliar tasks. 5 4 3 2 1

d. Is confident in response to questions. 5 4 3 2 1

e. Does classroom work without unusual amount of encouragement from the teacher. 5 4 3 2 1

5 = is self-directed
3 = average
2 or 1 = poor effort ☐

gives up easily ☐

derides own ability ☐

other_____ ☐

2. Behavior in Relation to Peers

a. Plays with other children on schoolground. 5 4 3 2 1

5 = ideally adjusted, shares and cooperates in play
3 = average
2 or 1 = is withdrawn ☐

is inconsiderate of others ☐

is belligerant ☐

is sadistic ☐

other_____ ☐

b. Social interaction with peers in class. 5 4 3 2 1

5 = ideally adjusted, is liked by others
3 = average
2 or 1 = is withdrawn ☐

is a braggart ☐

is inconsiderate of others ☐

is disliked by others ☐

other_____ ☐

PSYCHOMOTOR BEHAVIOR

Behavior in Relation to Physical Tasks

a. Has an attitude of confidence in his approach to gross motor tasks, such as running, jumping, throwing, etc. 5 4 3 2 1

b. Has an attitude of confidence in his approach to fine motor tasks, such as writing, drawing, cutting with scissors, etc. 5 4 3 2 1

c. Will readily try again after failure or defeat in physical tasks. 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = withdraws ☐

openly refuses or makes excuses ☐

becomes angry ☐

cries ☐

other_____ ☐

d. Voluntarily performs fine motor tasks without supervision. 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = quits before finishing ☐

is hesitant (many false starts, tears up papers, erasures, etc.) ☐

often checks with teacher for reassurance ☐

other_____ ☐

e. Voluntarily performs gross motor tasks without supervision. 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = quits before finishing ☐

is hesitant (many false starts and excuses) ☐

will not perform unless required to do so ☐

other_____ ☐

f. Is not openly nervous during class. 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = is fearful when called on ☐

physically tense ☐

voice quivers ☐

hands tremble ☐

other_____ ☐

g. Will readily try again after failure or defeat in classroom tasks. 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = withdraws ☐

openly refuses or makes excuses ☐

becomes angry ☐

cries ☐

other_____ ☐

h. Demands a fair share of the teacher's time and attention. 5 4 3 2 1

5 = is very considerate
3 = average
2 or 1 = is very demanding ☐

is very timid ☐

other_____ ☐

i. Voluntarily participates and is willing to share ideas and opinions in class discussion. 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = makes up false stories ☐

monopolizes discussion ☐

never, or rarely participates ☐

other_____ ☐

f. General confidence level as observed through mannerisms and gestures (outgoing or withdrawn). 5 4 3 2 1

5 = ideally adjusted
3 = average
2 or 1 = withdrawn ☐

overly outgoing ☐

other_____ ☐

TEACHER'S COMMENTS:

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

SURVEY OF ARTISTS

Place a ✓ in front of each name of an artist.

Do not guess. Check only the ones whom you know to be artists.

_____ 1. Van Gogh

_____ 2. Armstrong

_____ 3. Roberson

_____ 4. Da Vinci

_____ 5. Rembrandt

_____ 6. Picasso

_____ 7. Cornell

_____ 8. Brueghel

_____ 9. Kainer

_____ 10. Vallett

_____ 11. O'Leary

_____ 12. Remington

_____ 13. Bloom

_____ 14. Dürer

_____ 15. Jordan

_____ 16. Gesell

_____ 17. Degas

_____ 18. Renoir

_____ 19. Rodin

_____ 20. Allen

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT'S NAME_____

SCHOOL_____GRADE_____

TEACHER_____

DATE_____

WHAT I SEE

1. Which picture shows that the artist used much dark for shadow and very little light?

   A _____

   B _____

   C _____

   D _____

2. The warm colors are seen most easily in which picture?

   A _____

   B _____

   C _____

   D _____

3. Which picture emphasizes the primary colors?

   A _____

   B _____

   C _____

   D _____

4. Which picture has nearly all cool colors?

A _____

B _____

C _____

D _____

5. Which is the mono-color picture?

A _____

B _____

C _____

D _____

6. Which picture shows the artist used much texture in his paintings?

A _____

B _____

C _____

D _____

7. Which slide shows the most distance or space?

A _____

B _____

C _____

D _____

8. Which slide has the least amount of distance?

A _____

B _____

C _____

D _____

9. Which slide has much repetition of line?

A _____

B _____

C _____

D _____

10. Which picture has most movement of shapes?

A _____

B _____

C _____

D _____

11. What picture has the most contrast of texture?

A _____

B _____

C _____

D _____

12. Which picture has the strongest contrast of light and dark?

A _____

B _____

C _____

D _____

13. Which slide is an example of a sculpture in metal?

A _____

B _____

C _____

D _____

14. Which sculpture is made of clay?

A _____

B _____

C _____

D _____

15. Which slide shows architecture that was built for protection against enemies?

A _____

B _____

C _____

D _____

16. Which slide shows architecture made of wood?

A _____

B _____

C _____

D _____

17. Which slide looks as though it is the newest building?

A _____

B _____

C _____

D _____

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

WHAT I CAN TELL

1. What would you mix with red to make it lighter?

   A _____ green

   B _____ black

   C _____ blue

   D _____ white

2. What two colors would you use to make green?

   A _____ red and blue

   B _____ orange and yellow

   C _____ yellow and blue

3. What two colors would you use to make orange?

   A _____ yellow and blue

   B _____ red and yellow

   C _____ violet and green

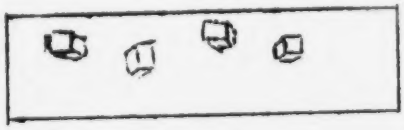
4. What two colors would you use to make purple or violet?

   A _____ yellow and red

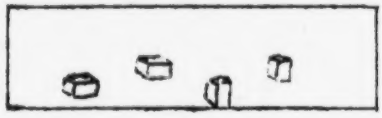
   B _____ blue and green

   C _____ blue and red

5. Draw a line under the box nearest you in the picture.



6. Draw a line under the box that is closer to you.



7. Which is roughest to the touch?

_____ Tabletop

_____ Glass jar

_____ Magazine cover

_____ Sandpaper

_____ Chalkboard

8. Which is softest to the touch?

_____ Dried leaf

_____ Ball of cotton

_____ Brick wall

_____ Notebook paper

_____ Ice

9. Which is smoothest to the touch?

_____ Side of a metal file cabinet

_____ Wet sponge

_____ Fossil rock

_____ Prickly pear

_____ Clothes brush

10. Which is the edge?

_____ The broad, flat side of a piece of tablet paper

_____ The thin outer part of a piece of tablet paper

11. Match the following (each answer may be used more than once):

A. Color

B. Texture

_____ Shows roughness or smoothness of a surface

_____ Changes shade or hue when mixed

_____ May sometimes be seen and felt

_____ Can be seen but not felt

_____ Reflects light from pigment

_____ Shows warmth or coolness

Appendix L

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

TEACHER_____ GRADE_____

SCHOOL_____ DATE_____

ART CONCEPTS AND TERMINOLOGY TAUGHT IN
MY CLASSROOM

Check only those items which are included in your instructional program:

Design Elements and Related Concepts

_____ Contrast

_____ Repetition

_____ Balance

_____ Movement

_____ Geometric Shape

_____ Space

_____ Distance

_____ Variety

Characteristics and Concepts of Color

_____ Warm

_____ Cool

_____ Dark and Light

_____ Dominance

_____ Primary Colors

_____ Secondary Colors

_____ Mono-color

Tactile Concepts

_____ Texture

_____ Soft

_____ Hard

_____ Smooth

Art Media

_____ Easel Painting

_____ Tempera Painting

_____ 3-Dimensional

_____ 2-Dimensional

Other Concepts

_____ Creativity

_____ Innovation

_____ Improvisation

_____ Originality

_____ Imitation

_____ Copy

_____ Realism

_____ Abstraction

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

VISUAL ARTS CONCEPTS AND THE ENVIRONMENT

Pre-Test and Post-Test for a One-day Workshop

1. The State of Arkansas Department of Education minimum requirement for regularly scheduled art experiences in the elementary classroom is

   _____ a. 60 minutes per week.

   _____ b. 120 minutes per week.

   _____ c. 100 minutes per week.

2. In teaching art to elementary children, it is best to structure the activities

   _____ a. according to such things as mimeographed or duplicated materials available.

   _____ b. according to such things as color, texture, emphasis.

   _____ c. according to available visual arts instructional materials, expendable supplies, or other resources.

3. An appreciation for the visual aspect of the environment is a result of

   _____ a. an individual's economic position in a community.

   _____ b. an individual's social status.

   _____ c. an individual's feeling for that which is seen.

4. In order to solve visual environmental problems it is important

   _____ a. to recognize beauty as organization.

   _____ b. to recognize beauty as ornamentation and pattern.

   _____ c. to recognize beauty as change.

5. Balance, unity and emphasis

   _____ a. are <u>tools</u> by which lines, forms, spaces, colors, textures are manipulated to make a visual statement.

   _____ b. are <u>rules</u> by which manipulation of lines, forms, spaces, colors, textures adhere.

   _____ c. are <u>methods</u> to learn or teach about line, form, space, color, texture.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT PREFERENCE SURVEY
OF ART ACTIVITIES

What type of art activities do you prefer? Indicate your preference of each of the following activities by circling 1, 2, 3, 4 or 5.
5 = most enjoyable and 1 = least enjoyable or not enjoyable at all.

Crayons, including crayon resist

1 2 3 4 5

Tempera painting

1 2 3 4 5

Modeling and constructing with such things as papier machē, clay, paper, wood scraps

1 2 3 4 5

Weaving

1 2 3 4 5

Making a collage

1 2 3 4 5

Printmaking with such things as potatoes, found-objects, sponges, cardboard

1 2 3 4 5

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT RATING SCALE OF AESTHETIC OPINIONS

Place a check mark in the blank that tells what you think about the following everyday things:

1. _____ I enjoy looking at the sky
   _____ I do not enjoy looking at the sky.

2. _____ I enjoy watching birds.
   _____ I do not enjoy watching birds.

3. _____ I like my desk to be clean.
   _____ I do not like my desk to be clean.

4. _____ I like my shoes to be clean.
   _____ I do not like my shoes to be clean.

5. _____ I like to pick flowers, leaves or other plant life.
   _____ I do not like to pick flowers, leaves or other plant life.

6. _____ I like to pick up rocks and look at them.
   _____ I do not like to pick up rocks and look at them.

7. _____ I like my room to be pretty.
   _____ I do not like my room to be pretty.

8. _____ I like to paint.

_____ I do not like to paint.

9. _____ I like to make things from scrap.

_____ I do not like to make things from scrap.

10. _____ I like to look at pictures.

_____ I do not like to look at pictures.

11. _____ I like to make things from clay.

_____ I do not like to make things from clay.

12. _____ I like to have clean fingernails.

_____ I do not like to have clean fingernails.

13. _____ I like art.

_____ I do not like art.

14. _____ I like to leave my room clean after art class.

_____ I do not like to leave my room clean after art class.

15. _____ I like our restroom to be clean.

_____ I do not like our restroom to be clean.

Appendix P

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT ATTITUDE CHECK LIST IN ART
AS OBSERVED BY CLASSROOM TEACHER

TEACHER_____ GRADE_____

SCHOOL_____ DATE_____

As compared with previous years of similar classroom situations, please evaluate the attitude of your students toward art. Please check only those statements which best describe their attitude.

_____ 1. Consumable materials like paper and paint have caused my students to enjoy art in the classroom.

_____ 2. I have noticed that my students show more interest in art than I am accustomed to noticing.

_____ 3. My students have shown enthusiasm for art instruction.

_____ 4. Students have shown enthusiasm to talk about artists and their art work on occasions not set aside for that purpose.

_____ 5. Students in my class have shared discoveries and observations made as the result of an introduction received during an art class.

_____ 6. I have noticed that students have found pleasure in continuing use of terms that were discussed during an art period.

_____ 7. My students have encouraged me to request from HERDC certain books, pictures, ideas to be delivered for use in our classrooms.

_____ 8. There are more students who have brought objects created at home for sharing with me and interested students.

_____ 9. I have had more parent comments on art than usual.

_____ 10. My students have shown more care for their appearance and the appearance of their classroom and the playground.

Make any comments which would further describe your students' attitudes toward art.

COMMENTS:

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

SURVEY OF COMPOSERS

Place a ✓ in front of each name of a composer.

Do not guess. Check only the ones whom you know to be composers.

_____ 1. Wold

_____ 2. Copland

_____ 3. Glatthorn

_____ 4. Groden

_____ 5. Beethoven

_____ 6. Bach

_____ 7. Mozart

_____ 8. Allan

_____ 9. Roberts

_____ 10. Tchaikowsky

_____ 11. Vivaldi

_____ 12. Leland

_____ 13. Handel

_____ 14. Schumann

_____ 15. Burdett

_____ 16. Ravel

_____ 17. Morris

_____ 18. Saint-Saens

_____ 19. Frederik

_____ 20. MacDowell

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
ESEA TITLE III PROJECT
HARRISON SCHOOL DISTRICT #1
HARRISON, ARKANSAS

MUSIC ACHIEVEMENT TEST

Check the correct answer:

1. A symphony is a musical composition for a

_____ band

_____ orchestra

_____ chorus

_____ glee club

Check the correct answer:

2. A person who writes music is a

_____ writer

_____ poet

_____ composer

_____ author

3. Write the musical alphabet

4. Identify the following musical symbols by matching each symbol with its correct name:

a.

b.

c.

d.

e.

f.

g.

EXAMPLE c 1. eighth note

____ 2. measure signature

____ 3. whole note

____ 4. treble clef

____ 5. half note

____ 6. eighth rest

____ 7. bass clef

5. Match the following (Each letter may be used several times):

a. string instrument

b. woodwind instrument

c. brass instrument

d. percussion instrument

EXAMPLE d 1. drum

____ 2. sousaphone

____ 3. oboe

____ 4. celeste

____ 5. clarinet

____ 6. trombone

____ 7. tympani

____ 8. violin

____ 9. flute

____ 10. trumpet

____ 11. viola

____ 12. cello

6. Match the following (Each letter may be used several times):

a. a composer

b. the name of a musical composition

c. a type of musical composition

EXAMPLE __c__ 1. symphony

_____ 2. Wolfgang Amadeus Mozart

_____ 3. Ludwig Van Beethoven

_____ 4. Symphony No. 5

_____ 5. ballet

_____ 6. opera

_____ 7. The Magic Flute

_____ 8. Joseph Haydn

_____ 9. The Clock Symphony

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

SCHOOL_____

TEACHER_____

GRADE_____

DATE_____

SURVEY OF STUDENT KNOWLEDGE OF BASIC CONCEPTS IN MUSIC

NOTE TO THE TEACHER: Please rate each student on the accuracy of his body movement and verbal response to rhythms or musical selections played. This rating should be based on a 5-1 scale with 5 as the highest rating.

NAME OF STUDENT	CONCEPT			
	FAST-SLOW (TEMPO)	EVEN-UNEVEN (RHYTHM)	HIGH-LOW (PITCH)	LOUD-SOFT (VOLUME)

NAME OF STUDENT	CONCEPT			
	FAST-SLOW (TEMPO)	EVEN-UNEVEN (RHYTHM)	HIGH-LOW (PITCH)	LOUD-SOFT (VOLUME)

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

RHYTHIC ACTIVITIES RATING SHEET

Rate each student on his ability to perform each skill. Make ratings based on a scale of 5, 4, 3, 2, 1 with 5 as highest and 1 as lowest.

NAME	SKILLS			SHOWS AN UNDERSTANDING OF THESE CONCEPTS BY APPROPRIATE PHYSICAL RESPONSE TO VARYING RHYTHMIC PATTERNS AND TEMPOS	
	HOP	SKIP	STEP-HOP	FAST-SLOW	EVEN-UNEVEN

NAME	SKILLS			SHOWS AN UNDERSTANDING OF THESE CONCEPTS BY APPROPRIATE PHYSICAL RESPONSE TO VARYING RHYTHMIC PATTERNS AND TEMPOS	
	HOP	SKIP	STEP--HOP	FAST-SLOW	EVEN-UNEVEN

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT RESPONSE TO LISTENING

1. This music makes me feel like _____.

2. When I hear it, I want to _____.

3. It makes me think of _____

_____.

4. The things that I notice most about this music are _____

_____

and _____.

5. The kind of person who would probably like this music best is _____

_____.

6. The thing I like least about this music is _____

_____.

7. The thing I like best about this music is _____

_____.

RECORD_____

SIDE_____ BAND_____

PUPIL'S NAME_____

Appendix V

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

NAME _____

AGE _____

GRADE _____

STUDENT EVALUATION OF MUSIC ACTIVITIES

1. I have enjoyed studying about and listening to musical compositions.

VERY MUCH				NOT AT ALL
5	4	3	2	1

2. I have enjoyed studying and learning to write music notes.

VERY MUCH				NOT AT ALL
5	4	3	2	1

3. I have enjoyed learning the names and sounds of musical instruments.

VERY MUCH				NOT AT ALL
5	4	3	2	1

EVALUATIVE COMMENTS BY DISSEMINATION WORKSHOP PARTICIPANTS

1. As an elementary principal, I gained valuable help in area of communication with parents, teachers, and community as well as ways to help my SLD teacher.

2. I am a Resource Teacher, and I have gotten many useful ideas. The workshop has been an excellent reinforcer to me. Maybe I'm doing some things right!

3. I've been in a Resource Room 3 1/2 years--this has been one of the best workshops I've attended.

4. I was very pleased to see this information being disseminated to all school personnel. I feel that public relations is of utmost importance to the program in any area. You are exemplary and to be commended for your fine growth and success.

5. I feel that the workshop was very good due to the fact that the speakers have really been there.

6. Liked the demonstration of materials.

7. I hope to use several ideas.

8. Most informative, expect to use some of approaches with my EMR.

9. Very good. Outstanding.

10. I have enjoyed the workshop and feel I understand my child's problems much better. Wish he could be in an SLD classroom.

11. Many of the suggestions have been of help to me personally, but the situation in my school is not flexible and innovative enough to take up such a program. I hope we can push it some.

12. The materials were very helpful. Also, the ways of making our own materials.

13. Auditory perception should be covered a little more thoroughly since it plays such an important part in learning. The resource room teachers' comments were very helpful and thought provoking.

14. I enjoyed the materials you showed. Also, am thankful for the book you furnished. It made the workshop that much more valuable. "Thank You."

15. I feel the auditory perception was made clear (meaning). It is going to help me help three children. I plan to loan my manual to classroom teachers which may be helpful. I have been here two days. I hope more workshops will come here.

16. We are interested in beginning work in this area. Thanks so very much for making this opportunity available to us.

17. Enjoyed the spontaneous nature of the workshop and the obvious team spirit. Also use of materials at hand--creativity.

18. I realize that space was limited; however, I wish the audience could have participated more fully in more of the learning activities.

19. I enjoyed this, and I am glad to have had this insight.

20. I was only able to attend a short session but was very favorably impressed.

21. Very well presented, but I wish we could have broken down in small discussion groups for at least a couple of hours.

22. Will try and use different method--example: spelling, math, plus give self-image test.

23. Scores would have of course been much higher had I been here the full two days. This last 1/2 day was all I could get off.

24. This workshop afternoon has whetted my desire to attend more, and I firmly intend to make use of the helpful suggestions heard here. Congratulations on a well organized and deeply interesting program.

25. You seem so willing to help send information and to be of service in any way. The musical bell was really neat and also the addition and multiplication board. All gave me new ideas.

26. Well organized!

27. The afternoon sessions get a little long.

28. Excellent--just wish more people who work with this type of child could attend workshops of this nature.

29. The workshop has been very informative and interesting. The booklet is excellent and will be helpful in many ways.

30. Booklet is very good.

31. The book presents much useful information.

32. Good information in the book--well prepared. Very good visual aids.

33. This was a well organized and well presented workshop.

34. Am impressed with enthusiasm and sincerity of panel participants and attitudes toward their children. Only wish information could be more widely disseminated among all Arkansas teachers!

35. Here both days--and am much encouraged to continue pursuing the diagnosis and application of more appropriate methods of reaching many of our children.

36. I don't think session could have been improved on. Well done!

37. It could be better presented in an outline form.

38. Your enthusiasm, ideas, etc., were very enlightening. It is evident that you are doing a tremendous job. I wish there were more ways to get this type workshop to inform all teachers so that the SLD child can be found and helped.

39. Regular teachers need to be given opportunity to understand what the resource room is attempting. Parent groups need to be better informed.

40. A resource room would be a blessing in each school! Many techniques learned these past few days will be used in my remedial reading room. It is frustrating to know the time element involved (30 minutes) is not enough time to work with six children with such varied problem levels.

41. In working with remedial reading, I have seen that a number of my students had problems. Through this workshop, I have found what their problems could be.

42. This has been a good refresher course in this area. This is my first experience teaching a class of this type, and it's been 3 1/2 years since I've had the course work.

43. I was here both days. I am an aide, and wish that I had had something like this before I started. I'm not sure I realized the importance of trying different ways to get through, because of their block. I think I will be more aware in the future. Previously, I have not had any training as to just what a learning disability is, and I think that in general this was helpful. I really appreciated the demonstration of materials and the shared experiences of some of the materials used by the teachers.

EQUIPMENT AND SUPPLIES CHECKED OUT
TO THE PUBLIC SCHOOLS OF HUNTSVILLE, ARKANSAS

The following ESEA, Title III equipment, instructional materials, and supplies were issued to the Specific Learning Disabilities Resource Room in Huntsville.

The art supplies listed here are expendable.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

June 30, 1972

HUNTSVILLE RESOURCE ROOM
- Phyllis McGuire, teacher

ROOM FURNISHINGS ISSUED
FY 1971

QUANTITY	DESCRIPTION
4	Flex-O-Fit All Purpose Tables
3	15" Chairs
1	Desk
1	File Cabinet

INSTRUCTIONAL MATERIALS ISSUED
FY 1971

DISTRIBUTOR	ITEM
Behavioral Research Laboratories	M. W. Sullivan Programmed Reading Series Reading Workbooks 1-4, grades 1, 2 Reading Workbooks 5-8, grades 3, 4 Correlated and Supplementary Readers The Spy in the Sky, 1a The Camp by the Pond, 1b Bad Luck, Sam, 2a End of Bad Luck, 3a Tom Finds a Job, 3b The First Wheel, 4a Fred and His Fears, 4b Pam and the Hat, 2b
Consulting Psychologists Press	Marianne Frostig Developmental Test of Visual Perception Monograph, teacher's guide
Continental Press, Inc.	Reading Readiness Series, Reading Fundamentals Program (+ teacher's editions) Rhyming Books, Levels 1 and 2, K-First Visual Motor Skills, Levels 1 and 2, K-First Visual Discrimination, Levels 1 and 2, K-First Beginning Sounds, Levels 1 and 2, K-First Independent Activities, Levels 1 and 2, K-First Reading-Thinking Skills Primer-Sixth
Developmental Learning Materials	Dyna-Balance Walking Board Dyna-Balance Rocking Platform Large Parquetry Small Parquetry Designs Small Parquetry Pegboard and Pegs-Pegboard Pegboard and Pegs-Pegs Pegboard Designs Colored Inch Cube Designs in Perspective Buzzer Board Buzzer Board Pattern Cards Cursive Alphabet Cards The Desk Chart Tracing Designs Tracing Paper Spatial Organization Paper Color Cued Control Paper The Abacus

DISTRIBUTOR	ITEM
Fearon Publishers	Time and Telling Time The Remediation of Learning Disabilities, by Valett A Psychoeducational Inventory of Basic Learning Abilities, by Valett Workbook to accompany above Programming Learning Disabilities
Follett Publishing Co.	Pictures and Patterns, Intermediate
Ginn and Company	Can You Imagine (+ teacher's guide) First-Third Invitations to Thinking and Doing (+ teacher's guide) Fourth-Sixth
D. C. Heath Books	Miami Linguistic Reading Series The Sack Hut - Level 1-3 (+ workbook & teacher's manual) The Rock in the Pond - Level 4 " " The Picnic Ship - Level 5 " " Hot Corn Muffins - Level 6 " " The Camping Trip - Level 4-6 " " The Magic Bean - Level 7 " " Dick's Cat - Level 7-9 " " On Sunfish Island - Level 10 " " Mark's Jet - Level 11 " " Matt and the Black Cat - Level 12 " " B is for Bicycle - Level 10-12 " " White Horse - Level 13 " " The Man on the Penny " " The Twin Mystery - Level 15 " " All Systems Go - Level 13-15 " "
Lyons and Carnahan	Phonics We Use Book A-G (+ teacher's editions) Primer-Sixth Learning Games Kit
McCormick-Mathers Publishing Company	Building Reading Skills (+ teacher's guide and Phonics Skill Builders) Speedboat Book - Second Streamliner Book - Second Jet Plane - Third Rocket Book - Fourth Atomic Submarine - Fifth Puzzle Workbooks - Second Key Cards

DISTRIBUTOR	ITEM
McQueen Publishing Company	We Read More Stories - set (+ teacher's guide) Reading Essentials Series Come and Play - P Fun Time - 1 Play Time - 2 Work Time - 3 New Avenues in Reading - 4 New Journeys in Reading - 5 We Can Read (+ teacher's guide) We Write What We Can Read Story Cards - P Sound Charts Tape of Sounds Reading Exercises for We Can Read (5 small books) Syllabus for McQueen Program Which One (+ teacher's guide) What Kind (+ teacher's guide) How Many (+ teacher's guide)
Charles E. Merrill Books	Diagnostic Reading Workbooks Mother Goose - P Nip , the Bear - 1 Red Deer, the Indian Boy - 2 Scottie and His Friends - 3 Adventure Trails - 4 Exploring Today - 5
Open Court Basic Readers Series	Anagrams and Response Cards Wall Sound Cards Reader 1:1 (+ teacher's guide) Reader 1:2 and 1:1:2 (+ teacher's guides) First Spelling Dictionary Reader 2:1 (+ teacher's guide) Reader 2:2 Reader 3:1 (+ teacher's guide) Reader 3:2 (+ teacher's guide) Reader 4 (+ teacher's guide)
R. H. Stone Products	21" x 23" Wood Frame Permanent Silk-Screening Teaching Calendars
Teaching Resources	Ruth Cheves Program 1, complete Dubnoff School Program 2, complete Pathway School Program 1, complete Fairbanks-Robinson Program 1, Level 2, complete

DISTRIBUTOR	ITEM
Webster Division	The Magic World of Dr. Spello (+ teacher's edition) Sullivan Associates Programmed Reading Series Programmed Prereader - P Programmed Readers, Books 1-7, grades 1-3 Programmed Readers, Books 8-14, grades 3-5
(Miscellaneous)	Ruth Edgington's published works Movement: The First Step to Learning

ART SUPPLIES ISSUED
FY 1971

QUANTITY	ITEM
1	sandbox, toys and models 3 Dolly Darlings, Partytime Dolls 1 Mattel's MAN IN SPACE 3 Free Wheelers (cars) 1 set scale model construction trucks (3 trucks) 1 farm tractor 1 Saturn V Rocket and Apollo Spacecraft 4 small animals--giraffe, camel, tiger, lion
1 set	templates
1 ream	newsprint, 12" x 18"
1 ream	gray drawing paper, 12" x 18"
100 sheets	fingerpaint paper
2 pkgs.	tissue paper (multicolored)
50 sheets	manila paper (cream)
1 ream	construction paper (assorted colors)
1 pr.	lefty scissors
4 skeins	jumbo yarn
1 skein	colored raffia
1 skein	rug yarn
3 skeins	sisal cord
1 spool	carpet warp
3 yds.	burlap
1 yd.	penelope canvas
4	tapestry and yarn needles

ART SUPPLIES, cont'd

QUANTITY	ITEM
9 skeins	yarn rug filler
4 rolls	corrugated paper (pink, green, white, yellow)
2 lbs.	dry wheat paste
6	artists watercolor brushes
2 doz.	Flex Flo jars
2	rubber cement dispensers
1 qt.	rubber cement
5 pkgs.	Amaco moist clay (5 lb. packages)
4	flat easel brushes
3	brayers
40	Amaco crayons (10 each--blue, green, yellow, orange)
3 boxes	Amaco pastels (12 to a box)
2 boxes	Sketcho oil crayons
1	Ross white glue
3	Plasti Tack
18	china markers
10 jars	Amaco liquid tempera (16 oz. jars)
1 pt.	rubber cement
9	magic markers (asorted colors)
6 boxes	crayolas, regular size (16 to a box)

INSTRUCTIONAL MATERIALS ISSUED
FY 1972

DISTRIBUTOR	ITEM
Ann Arbor Publishers	1 reusable book - Symbol Tracking 1 reusable book - Primary Tracking 1 reusable book - Visual Tracking 1 reusable book - World Tracking 3 pens - Special pens for reusable books
The Continental Press, Inc.	Workbook and teacher's guide - Reading/Thinking Skills 3^1 and 3^2
Developmental Learning Materials	1 pkg. tracing paper 1 box colored cubes 1 people puzzle 1 job puzzle 1 puzzle tray 1 dot-to-dot pattern sheet 1 pkg. color-cued tracing paper 1 pkg. spatial relation picture cards 1 set shapes stencils 1 sequential picture cards II 1 sequential picture cards III 1 sensanumber track 1 sensorithmetic program
Educators Publishing Service	4 book 1 - Visual, Auditory, Kinesthetic, Tactile Skills to Writing, Reading, Spelling 4 book 2 - Visual, Auditory, Kinesthetic, Tactile Skills to Writing, Reading, Spelling
Fearon Publishers	1 workbook - Measure-Up 1 workbook - Money Makes Sense 1 workbook - Telling Time 1 workbook - Using Dollars
Ginn and Company	5 workbooks - Can You Imagine? 5 workbooks - Invitations to Thinking and Doing
Houghton Mifflin Company	1 Letter Form Board 1 Teacher's Guide

DISTRIBUTOR		ITEM
Ideal School Supply	1	Building Bead Patterns
	1	Arithmetic Tube
McCormick Mathers Company, Inc.	3	workbooks - Streamliner, #2
	3	workbooks - Jet Plane, #3
	3	workbooks - Rocket Book, #4
Oklahoma School Supply	2	chart tablets
	2	sentence strips
Open Court Publishing Company	1	workshop kit
	2	storybooks - We Feed a Deer
	2	" The Wee Light
	2	" A Fine Meal
	2	" Wires and Tires
	2	" Fire! Fire!
	4	books - Word Line Books
	2	workbooks - Learning to Read and Write
	2	workbooks - Reading and Writing
R. H. Stone	1	Kinesthetic Alphabet

ART SUPPLIES ISSUED
FY 1972

QUANTITY	
1	rug needle set
250	wooden beads
1 yd.	burlap
1 pkg.	dry paste
6 squares	battleship linoleum
1 box	communicators (set of 12)
1 box	display pins
10	china markers
1	lino cutter set
1	Baren hand press
1 ball	cotton twine
3	tapestry needles - #18
5	tapestry needles - #13
1 pkg.	Mexican pottery clay, 25 lbs.
1 pkg.	modeline clay - grey (box of 20)
1 pkg.	construction paper (assorted colors)
1 box	display pins
1 set	templates
2 pr.	double-handled scissors
1 pr.	lefty scissors
6	1 lb. tubes of water soluble printer's ink
15	T.I.E.'s self-adhering stick-up glue pages

The following ESEA Title III equipment and supplies were issued to individual classroom teachers of Watson Elementary School, Huntsville, for the instruction of music and art.

This equipment and these instructional materials will continue to be used by the teachers to whom they were issued for the instruction of music and art.

The art supplies listed here are expendable.

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

June 30, 1972

EQUIPMENT ISSUED TO WATSON ELEMENTARY SCHOOL
HUNTSVILLE, ARKANSAS
FY 1971, 1972

RECORD PLAYERS:

TEACHER TO WHOM EQUIPMENT WAS ISSUED	SERIAL NO.	DATE ISSUED	COST	
Logue, Reba	10949	1- 5-71	55.00	
Montgomery, Sue Ellen	28582	8-26-70	56.00	
Parker, Willia	10808	2- 2-71	55.00	
Taule, Gale	10797	1- 5-71	55.00	
Theis, Charlie	10825	11-19-70	55.00	
Jones, Ercell	39091	10-16-70	54.56	
LIBRARY	2493	5-22-72	52.00	
				382.56

RESONATOR BELLS 52.35

52.35

INSTRUCTIONAL MATERIAL ISSUED TO WATSON ELEMENTARY SCHOOL
FY 1971, 1972

"MAKING MUSIC YOUR OWN" BOOKS AND RECORDS:

TEACHER TO WHOM EQUIPMENT WAS ISSUED	GRADE	STUDENT'S BOOKS	TEACHER'S MANUAL	RECORD ALBUM	COST
Bailey, Juanita & Mildred Camp	1	20	1	1	66.67
Faubus, Martha Jo	1	20			34.20
Montgomery, Sue Ellen	1		1		4.47
Murr, Winona	1	30	1	1	83.77
Stacy, Teresa	1			1	28.00
White, Corda	1	20	1	1	66.67
Edster, Betty	2			1	28.00
Everett, Donna	2	20			39.00
Goyne, Geraldine	2	20	1	1	69.43
Montgomery, Sue Ellen	2		1		2.43
Phillips, Diana	2			1	28.00
Stark, Mrs. Al	2	20			39.00
Taule, Gale	2	19			37.05
Parker, Willia	3	25	1	1	79.96
Allred, Pauline	4	20	1	1	81.29
Montgomery, Sue Ellen	4		1		2.49
Perry, Floy	4		1		2.49
Reeves, Luetta	4	15			30.60
Smith, Doris	4	10			20.40
Duncan, Shirley	5			1	38.00
McChristian & Ronald Ward	5		1		2.67
McChristian & Ronald Ward	5	11	1		27.09
McGuire, Rod	5	10	1		24.87
Montgomery, Sue Ellen	5		1		2.67

839.22

AUDIO VISUAL SETS:

ITEM	COST	
THE AMERICAN SCENE (4 filmstrips, 2 records, guides)	33.00	
PATHWAYS TO MUSIC (8 filmstrips, 4 records, guides) THE CLASSIC ERA, EARLY ROMANTIC ERA THE BAROQUE ERA, IMPRESSIONISTIC ERA	64.00	97.00

RECORDS:

ITEM	QUANTITY OF RECORDS	UNIT COST	TOTAL COST	
BOWMAR ORCHESTRAL LIBRARY, Series I	11	69.50	69.50	
BOWMAR ORCHESTRAL LIBRARY, Series II	7	43.75	43.75	
CHILDREN'S RHYTHM IN SYMPHONY	2	5.95	11.90	
KEYBOARD JR. RECORDINGS	4	4.25	17.00	
MAN AND HIS MUSIC (American Indian)	1	4.25	4.25	
MAN AND HIS MUSIC (Mexico)	1	4.25	4.25	
MUSIC FOR PHYSICAL FITNESS	2	5.95	11.90	
RHYTHMS TODAY	2	11.95	23.90	
ROPE JUMPING AND BALL HANDLING	2	5.95	11.90	
DANCE-A-STORY	8	2.31	18.48	
				216.83

BOOKS:

ITEM	UNIT COST	TOTAL COST	
Literature and Music as Resources for Social Studies, by Ruth Tooze and Beatrice Perham Krone (5 copies)	11.95	59.75	
Rhythms Today, by Edna Doll (5 copies)	5.95	29.75	
			89.50
	TOTAL		$1677.46

ART SUPPLIES ISSUED TO HUNTSVILLE TEACHERS ATTENDING ART WORKSHOPS FY 1971

QUANTITY	ITEM
50 sheets	18" x 24" colored construction paper
250 sheets	12" x 18" gray manila art paper
250 sheets	18" x 24" cream manila art paper
250 sheets	12" x 18" white newsprint
6	round easel brushes
6	flat easel brushes
10 lbs.	dry tempera (10 colors)
13 oz.	white glue in Flex Flo jar
100 sheets	16" x 22" fingerpaint paper *
3 pkgs.	assorted colored tissue paper * *

* Made available to Huntsville primary (grades 1, 2, 3) classroom teachers.

Bailey, Juanita
Faubus, Martha Jo
Goyne, Geraldine
Jones, Ercell
Logue, Reba
Parker, Willia
Thomas, Jo
White, Corda
Woodruff, Margaret

* * Made available to Huntsville intermediate (grades 4, 5, 6) classroom teachers.

Allred, Pauline
McChristian, Gladys
McGuire, Rod
Perry, Floy
Ward, Ronald
Wilson, Noel

ART SUPPLIES ISSUED TO
HUNTSVILLE TEACHERS ATTENDING ART WORKSHOPS
FY 1972

QUANTITY	ITEM
250 sheets	12" x 18" gray manila paper
1 ream	18" x 24" newsprint
10 lbs.	dry tempera (10 colors)
13 oz.	white glue (Flex-Flo jar filled)
50 sheets	18" x 24" construction paper (assorted colors)
1 doz.	bamboo brushes **
5 lbs.	wheat paste
6	round easel brushes *
6	flat easel brushes *
100 sheets	fingerpaint paper (grades 1, 2, 3) *
3 pkgs.	tissue paper (assorted colors) **
25 lbs.	Mexican pottery clay ***

* Made available to Huntsville primary (grades 1, 2, 3) classroom teachers.

Bailey, Juanita F.
Edster, Betty
Elwell, Gwen
Goyne, Geraldine
Hoffman, Jane
Jones, Ercell
Logue, Reba
Murr, Winona
Phillips, Diana
Stacy, Teresa
Thomas, Jo
White, Corda

ART SUPPLIES ISSUED, cont'd

** Made available to Huntsville intermediate (grades 4, 5, 6) classroom teachers.

Allred, Pauline
Duncan, Shirley
McChristian, Gladys
McGuire, Rod
Parker, Willia
Perry, Floy
Reeves, Luetta
Smith, Doris
Wilson, Mrs. Ray

*** Mexican Pottery Clay was also made available to teachers who attended "Visual Concepts, Environment" (art) workshop.

Bailey, Juanita F.
Goyne, Geraldine
Jones, Ercell
Logue, Reba
McGuire, Rod
Thomas, Jo
White, Corda